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Teachers' Competence and Support on Learners' Psychological Needs in the Division of Bukidnon

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ABSTRACT

In education, teachers serve as both knowledge providers and nurturers of holistic development in learners. This study aimed to determine teachers' competence and support on learners' psychological needs in Manolo Fortich Districts 1 and 2, Division of Bukidnon, School Year 2023-2024. Specifically, the study sought to describe the respondents' characteristics; find the level of teachers' competence; assess the level of teachers' support on learners' psychological needs; determine the significant relationship of teachers' competence and their support on the learners' psychological needs; and find the significant difference in the teachers' support on the learners' psychological needs according to their characteristics. A descriptive-correlational design with researcher-made survey questionnaire were used with purposive sampling method in selecting 260 teachers as respondents. Frequency and percentage were utilized to describe the respondents' characteristics, while mean and standard deviation were employed to assess teachers' competence and support to the learners' psychological needs. Pearson r and Anova were used to determine significant relationships and differences between the variables. The results indicate that most teachers have earned bachelor's degrees, with 11 to 20 years in teaching experience and occupied teacher I positions. Teachers' competence is at a very satisfactory level and to a Great Extent support the learners' psychological needs. The analysis revealed a significant relationship between teachers' competence and support on learners' psychological needs. Meanwhile, the teachers' support on learners' psychological needs has significant difference when grouped according on their characteristics. In conclusion, the study shows that teachers are not only competent in subject matter but also in nurturing learners' psychological needs, fostering relatedness and empowering learners to succeed academically and personally. Recommendations suggest that educational institutions prioritize professional development, establish mentorship programs, encourage autonomy-promoting classroom activities, foster collaboration between teachers and students in planning lessons, and regularly assess the implementation as well as provide constructive feedback for continuous improvement.

INTRODUCTION

Background of the Study

In the field of education, teachers are not just knowledge providers but also nurturers of holistic development in learners. Developing a holistic learner is a great challenge to all educators where teachers' competence is highly needed. Competent teachers possess a deep understanding of the subject matter, employ a variety of teaching methods, and use effective classroom management. However, over educational courage lies the demanding task of a competent teacher in addressing learners' psychological needs such as autonomy, competence and relatedness to prepare learners for their academic undertakings and success. Still, addressing distinct and intellectual well-being matters is difficult, which makes supporting learners' psychological needs even more challenging. Teachers may lack sufficient training and resources to recognize and address these needs effectively, leading to learners' psychological concerns going unnoticed or unaddressed. Teacher competence plays a vital role in empowering pupils with the skills, knowledge, psychological needs, and confidence to succeed in daily life. According to Dumaguang and Yango (2023), teachers are change agents

that encourage students' goals for success, and education which is crucial for the development of a nation. Both fostering individual success and constructing a strong nation depend on education. Teachers are crucial in this because they support, mentor, and encourage students to realize their greatest potential. Teachers assist students in developing the abilities necessary to create positive changes, accomplish their goals, and contribute to the development of the nation by encouraging learning, critical thinking, and innovation. In light of this, Jentsch and Konig (2022) stated that teacher competency is in fact one of the key elements that most strongly influences how well students learn. Teachers must possess the knowledge and abilities necessary to manage the demands of their daily conditions because teaching is such a difficult and multifaceted profession. In addition, Surat *et al.* (2020) noted that teacher competence is a set of skills, knowledge, and abilities that enable teachers to effectively support students' learning and academic growth. It is the standard set for teachers in mastering various educational competencies to meet current educational needs and enhance their competence in conducting assessments. It entails having in-depth subject

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knowledge, employing successful teaching techniques and maintaining orderly classrooms. Furthermore, Skaalvik and Skaalvik (2019) emphasize the importance of teacher competence in meeting the psychological needs of students in an educational setting. Teachers who possess the necessary abilities, knowledge, and skills can create a supportive learning environment that promotes students' psychological well-being, thereby improving their overall development and academic performance. In fact, the relationship between teacher competence and their support of learners' psychological needs has drawn more attention because of its significant impact on the effectiveness of the teaching-learning process. Gallegos *et al.* (2023) stated that a competent teacher is essential in meeting students' basic psychological needs in terms of autonomy, competence, and relatedness, emphasizing that each need plays a significant role in enhancing students' learning. Moreover, if the three basic psychological needs are satisfied, it will enhance adequate motivation, which in turn fosters academic commitment during the learning process. Also, Ahn and Hwang (2020) explored how teacher competence in classroom management, subject matter, and teaching methods affects the emotional well-being of elementary students. It reveals that students experience greater emotional well-being when their teachers demonstrate higher levels of competence. Effective teaching practices have a positive impact on students' psychological needs. Furthermore, the significance of attending to students' psychological needs in addition to academic content increases as education changes to meet shifting societal dynamics and technological advancements. This is because teaching is not only about imparting knowledge, but also about creating an environment that supports students' academic and psychological development. It is therefore, in this considerable note that teacher competence must be evaluated as well as their support in learners' psychological needs to know the strengths and weaknesses for the teachers and learners' improvement and betterment. The outcome of this study may be beneficial to the teachers in order to know the level of their competence as well as their degree of support to the learners' psychological needs in the Division of Bukidnon, District of Manolo Fortich 1 and 2. By investigating the relationship between teacher competence and their support of learners' psychological needs, it will help ensure that teachers can effectively provide the needs that are necessary for the holistic development of the learners. In the end, the findings of this study can direct the development of effective strategies and initiatives that support learners' improvement of their psychological requirements and academic performance.

LITERATURE REVIEW

One of the most important factors influencing how well students learn is teachers' competence. To effectively engage students in the dynamic and varied world of education, teachers must possess a thorough mastery of

both their subject matter and pedagogical methodologies. Jentsch and Konig (2022) emphasize how important it is for educators to have the necessary knowledge and abilities to deal with the complexity of the educational environment. Skilled educators are essential in establishing a positive learning atmosphere that fosters the development and success of students. Their knowledge and skills play a crucial role in influencing students' educational journeys and encouraging their scholastic achievement.

Respondents' Characteristics

Darling-Hammond (2020) explained how a teacher's training and experience have a significant effect on how well students learn. Teachers with the necessary training and credentials facilitate a fair education system for every pupil. In the end, it points out that promoting teacher quality is essential for boosting achievement among pupils and understanding equal access to education. Similarly, Harris and Sass (2018) investigate the connection between student performance and teacher credentials. It emphasizes how teachers with more training and experience typically have a positive effect on students' academic performance. The study additionally emphasizes how important it is for teachers to continue their professional development in order to improve their abilities. All things considered, it implies that developing the quality of teachers is essential to educating student achievement. Bulilan (2022) confirmed that the positive relationship between teacher qualifications and student learning outcomes has been the subject of numerous studies, highlighting the critical role that teacher preparation plays in academic success. Because students place a high value on the academic knowledge of their teachers, there is a theory that higher educational attainment is correlated with faculty competence. A study was carried out to evaluate the subject knowledge, teaching abilities, classroom management, and evaluation skills of BISU Clarin faculty members while taking into consideration their educational backgrounds in order to investigate this relationship. With the use of statistical analysis techniques and a descriptive-correlational survey design, the research project discovered that the faculty members were highly competent and satisfied the minimum educational requirements. Differences were identified in their teaching competencies, and there was a positive correlation between educational attainment and competencies.

Highest Educational Attainment

Goldhaber and Brewer's (2018) study looks into the relationship between learner achievement and a teacher's educational background. It focuses on how students' performance in the classroom is influenced by a teacher having a higher degree, like a master's or doctorate. The findings indicate that higher educational attainment of the teachers improves the academic performance of the learner. Indeed, it emphasizes how crucial teacher competence is to raising student achievement.

Teachers with higher degrees positively influence student achievement, suggesting that their enhanced skills can contribute to fulfilling students' academic and emotional needs. Additionally, research shows that when teachers are well-prepared and knowledgeable, they are more likely to encourage positive relationships with students, which is crucial for their psychological well-being.

As validated by Zee and Koomen (2019), there is a connection between teachers' self-efficacy and their level of education. They contend that teachers who have higher levels of confidence are more capable of establishing stimulating and encouraging learning environments. According to the authors, these kinds of settings are essential for attending to students' psychological needs, which raises student engagement. To emphasize the significance of teacher beliefs in influencing student outcomes, their meta-analysis synthesizes a number of studies. In the end, the results imply that funding teacher preparation can result in increased student achievement and engagement.

Teaching Experience

The study by Podolsky *et al.* (2019) presents a summary of the key findings derived from a critical review of relevant US research aimed at determining whether teachers' effectiveness improves as they advance in their careers. The authors conducted a review of studies published since 2003 that investigate the impact of teaching experience on student outcomes in the United States. The results of this study show that teaching experience is positively related to student achievement gains over the course of a teacher's career. Furthermore, as teachers gain experience, their students perform better on measures of success other than standardized test scores. Teachers' effectiveness improves significantly when they work in a supportive, collaborative environment or gain experience in the same grade, subject, or district. Furthermore, experienced teachers are shown to benefit their colleagues. Significantly, Ryan and Deci (2020) examined how teachers' experiences affect their capacity to meet students' psychological. According to the authors, experienced teachers are better able to establish encouraging learning environments that promote the well-being and motivation of their students. In order to improve educational outcomes, they stress the significance of comprehending students' psychological needs, such as autonomy, competence, and relatedness. The study emphasizes how teacher experience and the success of the tactics used to address these needs are related. In the end, the writers support professional growth that improves educators' abilities to identify and address the psychological components of student learning.

Position

The research of Batuigas *et al.* (2022), carried out at Madrudejos National High School, examined the variables that affected the quality of instruction provided by fifty junior high school teachers who were chosen at random.

The study employed a descriptive-predictive methodology, examining variables via survey responses and instructor evaluations of classroom observations from the prior academic year. The results showed that teaching position and experience were considered unimportant factors, and greater educational attainment and participation in pertinent training programs had a significant impact on teaching performance. To sum up, the findings indicate that funding post-secondary education and pertinent training programs can improve instructors' performance and quality of instruction.

In addition, Apercho and Bogo (2023) revealed that there was no statistically significant difference in teaching competence between the Teacher I, Teacher II, and Teacher III positions among the science teachers who were subjected to a statistical analysis of their teaching competence. The overall findings did not surpass the $p > .05$ level of significance, indicating that teaching competence was consistent across all domains regardless of teaching position. This implies that the pay of teachers, which is usually correlated with their employment status as teachers, might not be a reliable indicator of their effectiveness. The criteria for promotion and selection specified in R.A. Merit, competence, and equality are prioritized in DepEd Orders No. 66 and 9155, indicating that teaching positions may not be sufficient indicators of teaching competence on their own. Furthermore, research has demonstrated that variables other than wealth, like teaching effectiveness and credentials, are important in defining both student accomplishment and the quality of education.

Teacher Competence

The study assesses the impact of teacher professional competence on learning achievement among students at MAN 3 Tangerang and ascertains the degree to which teacher professional competence affects learning achievement. It demonstrated that teacher professional competence promotes student learning accomplishment because the data showed that it has a significant impact on students' learning. Additionally, the coefficient of determination results demonstrated that the variable of student learning may be explained by the teacher professional competency variable. Moreover, the results demonstrated that the student learning achievement variable can be explained by the teacher professional competence variable Abdul *et al.*, (2023).

Moreover, Yefianita *et al.* (2023) highlight the crucial role of improving teacher competency in achieving optimal outcomes in basic education. The study focuses on the necessity of enhancing teacher competency to support the attainment of core educational objectives. Utilizing a qualitative methodology, the research incorporates article-based literature analysis and interviews with six educators to explore factors influencing teacher competency. The findings underscore the importance of a deep understanding of the subject matter, innovative teaching approaches, effective classroom management techniques,

and ongoing professional development for teachers. Proposed strategies include professional development programs, teacher collaboration, mentorship, resource optimization, and robust evaluation systems. The study emphasizes the collective commitment of government and educational institutions to elevate teacher competency standards for the advancement of basic education and the betterment of future generations.

In a similar vein, it was concluded by Abun (2021) that there was an effect of educational attainment and length of work experience on self-efficacy, as well as the difference in self-efficacy of employees based on the educational attainment and duration of work experience. Employees are evaluated based on their educational attainment and length of work experience. The study discovered that employees had high levels of self-efficacy and there is a correlation between educational attainment. Self-efficacy is linked to the length of work experience. It was also discovered that there is a significant difference in self-efficacy between employees based on educational attainment and the length of workplace experience.

Subject Matter

The case study conducted by Denbel (2023) aimed to evaluate the mathematics subject matter knowledge competency of student teachers and highlight the importance of subject matter knowledge in teaching secondary school mathematics. The findings revealed a significant deficiency in overall subject matter knowledge competency among the trainees, with algebra showing relatively higher competency compared to mathematics as communication and reasoning. The study identified a notable difference in competency levels between algebra and the other selected subject matter knowledge areas. It concluded that student teachers lack uniformity in their Mathematics subject matter knowledge competency and recommended a focus on enhancing subject matter knowledge in the teacher training program to improve secondary school Mathematics teaching.

Also, Obot (2022) conducted a study that found students' interest in Social Studies Education to be influenced by teachers' competence in the subject matter. Students taught by highly competent teachers showed a significant level of interest, while those taught by less competent teachers displayed lower interest levels. Factors such as the quarter system, poor entry qualifications in teacher education, and inadequate teacher remuneration negatively impact teachers' competence and students' interest in learning. The study highlights the importance of integrating interest development principles into teaching techniques to enhance students' interest and engagement in learning.

Moreover, Ali (2023) conducted a study focusing on the influence of teachers' subject matter knowledge on students' academic achievement. The research aimed to highlight the importance of teachers' expertise in the subject matter they teach, emphasizing its positive impact on students' academic outcomes. The study,

conducted in public secondary schools, revealed that teachers' subject matter knowledge is crucial for imparting essential knowledge and enhancing students' academic achievement. The results underscored the significant impact of teachers' subject matter expertise on students' academic success. The findings may provide valuable insights for the School Education and Literacy Department to enhance teachers' skills through targeted training programs.

Likewise, Channa and Sahito (2022) posited that pedagogical competence as the essential professional standard required for educators to fulfill their roles effectively. Teachers are categorized as unskilled or skilled based on their teaching abilities, with a focus on enhancing 21st-century teaching environments. The research aims to explore how pedagogical mechanisms employed by teachers lead to exceptional student achievements. The study delves into the relationship between teacher competence and student learning outcomes by reviewing the literature on teachers' competencies and their impact on student academic success. The findings reveal a nuanced understanding of how teachers' competencies support student learning and ultimately influence academic achievement, as reflected in examination grades. Truly, in order to effectively teach students in alignment with current standards, teachers must possess a deep and flexible understanding of the subject matter. This enables them to assist students in constructing meaningful cognitive frameworks, establishing connections between different concepts, and addressing any misconceptions that may arise. Teachers should also be able to recognize how ideas interconnect across various disciplines and apply them to real-world contexts. Such comprehensive understanding forms the basis of pedagogical content knowledge, empowering teachers to convey complex ideas in a clear and accessible manner (University of Northern Iowa, 2024).

The study of Cicek and Tataspinar (2021) aimed to assess teacher educators' perceptions of their general subject matter competency through a 106-item survey distributed to 8200 education faculty members in Turkey, with 789 responding. Overall, teacher educators rated themselves highly competent, with foreign language having the lowest perceived competence. Gender, university type, academic title, discipline, and teaching experience had no significant effect on general subject matter competency perceptions. These findings emphasize the importance of taking these competencies into account when recruiting teacher educators for education faculties.

Teaching Methods

The University of Buffalo (2024) defines activities as the various ways in which these approaches can be put into practice and teaching methods as the more general strategies utilized to assist students in meeting learning objectives. Teaching strategies assist students in understanding the course material and how to apply it in certain situations. Teachers need to choose which

instructional strategies will best serve a certain learning objective. This alignment is necessary for it to be effective. An instructor should take learning outcomes, student needs, and the learning environment into account while making the best decision.

The research conducted by Eakels (2019) verified that the instructional strategies utilized by educators bear a substantial influence on students' academic achievements. Finding a relationship between instructional strategies and academic performance is the aim of this research. Numerous teaching strategies are covered as well, such as low-teach, high-tech, student-centered, and teacher-centered learning. This study also covers the following topics: how and why teachers directly affect students' performance; how teachers improve students' performance; the relationship between teaching strategies and students' performance in relation to community resources; academic performance theories; and the biblical worldview on teaching and learning methodologies.

Moreover, Taai (2021) asserts that education is a science with defined principles and a history that can be seen, measured, assessed, and then practiced. Additionally, improving a teacher's effectiveness through the use of various teaching strategies boosts the effectiveness of public education overall, including the research components of it. Because of its educational significance in the field of teaching and education, the study of contemporary trends and teaching methods is one of the significant studies that has drawn the attention of academics and scholars. There is no end to the variety of teaching techniques, and each has its own set of guidelines, benefits, and procedures. The study examined the most popular instructional strategies, including brainstorming, exploration, investigation, brainstorming, exploration, investigation and the hot seat. The study clarified the main justifications for selecting the best teaching strategy while accounting for student variations, class content, and significance.

Indeed, Hattie (2018) discussed how varied teaching methods can influence both student and learning outcomes and teacher effectiveness. It emphasizes the importance of evidence-based teaching strategies and provides insight into how educators enhance their instructional practices to improve student achievement. Therefore, the researcher concluded that teaching methods are highly relevant in contemporary educational discourse to teaching experience, position and educational attainment.

Classroom Management

Classroom management is vital for creating a conducive learning environment, as highlighted by the Wing Institute at Morningside Academy (2024). Effective teaching and student achievement are significantly influenced by classroom management and organization. Research indicates that unruly student behavior is a leading cause of teacher turnover. A successful classroom is one that promotes learning, requiring intentional efforts from

teachers trained in key competencies such as rules and procedures, proactive management, engaging instruction, and addressing disruptive behavior.

According to Koutrouba (2020), effective classroom management involves teachers establishing clear rules for communication, motivating students to work together, and using suitable teaching methods for individual learning needs. It also requires preventing disruptive behavior, promoting positive learning outcomes, and supporting students' overall development. Successful management relies on clear communication, achieving measurable learning goals, and adapting to the classroom and student characteristics. It is widely recognized that good classroom management is essential for teachers' professional competence and effectiveness.

Subsequently, Egeberg (2021) confirmed the viewpoints of teachers on instruction, learning, and educational processes as crucial factors in education. Students and teachers naturally hold strong opinions about what it takes to properly manage learning and surrounding behaviors because they are the main players in classroom interactions. Concentrate on listening to and comprehending teachers' perspectives regarding teaching, learning, and classroom management with this in mind, as well as the belief that neglecting the views of either of these stakeholders would be destructive to teaching and teacher education. In order to inform policy and practices in teacher education, teachers' opinions were sought as to various disciplinary interventions, how they felt about challenging students, and how effective they felt about managing the classroom. Moreover, teachers' perspectives on how educators create high-quality learning environments were also sought. Fifty secondary school teachers participated in a survey to share their opinions about their experiences in the classroom. Follow-up interviews with teachers whose students had recognized as having good classroom management consistently revealed that good classroom managers foster positive relationships with their students, keep their classrooms in order by setting clear expectations and boundaries, and involve their students in the learning process.

Suico (2021) looked at the teachers' qualities and self-efficacy as predictors of classroom management. The study aims to assist teachers, principals, and future researchers in filling some classroom management gaps. The findings revealed that teachers' attributes were very extensive, and teachers' self-efficacy was also very strong. As a result, teachers' classroom management skills were described as excellent. The findings revealed a significant relationship between teacher characteristics and classroom management. Finally, this study found that teachers' attributes and self-efficacy significantly predict classroom management.

Psychological Needs

The research of Coneza and Duñabeitia (2021) highlights the importance of three basic psychological needs, competence, autonomy, and relatedness, in influencing

an individual's motivation. These needs, when satisfied or frustrated, have a direct impact on well-being outcomes. The satisfaction or frustration of these needs is influenced by various internal and external factors. While satisfaction of these needs is associated with positive well-being outcomes, frustration is linked to negative outcomes. In research, satisfaction of basic psychological needs is often measured as a composite estimate of both satisfaction and reverse-scored frustration items. Competence relates to efficacy and skill development, autonomy involves self-direction in activities, and relatedness pertains to establishing positive relationships with others. In educational settings, these needs play a crucial role in students' perception of success, behavioral regulation, and social connections with peers.

Moreover, Hussein and Hussein (2022) emphasize the critical role of addressing psychological needs in computer-assisted language learning (CALL) to enhance learners' motivation. Their study aimed to explore how English as a foreign language (EFL) teachers address psychological needs when introducing CALL materials and their preferences in this regard. Through autobiographical narratives from eight EFL teachers, the study found that teachers acknowledged the importance of addressing psychological needs in CALL materials. The analysis revealed three major preferences of CALL materials that covered psychological needs, including competence, autonomy, relatedness, and cognitive involvement. Overall, the findings suggest that EFL teachers prioritize addressing psychological needs to boost learners' motivation in using CALL materials.

Furthermore, Zhongyi (2022) investigates how students' learning of English is impacted by psychological requirements and teachers' autonomy support in an effort to offer a solid foundation for innovative English teaching. Burnout associated with learning English has three directions, all of which are positively correlated. There is a positive correlation between the three directions of English learner engagement and psychological needs. In conclusion, middle school students' psychological requirements are successfully satisfied, and it is clear that instructors' autonomy support can increase middle school students' English learning effectiveness and engagement. The study by Wong (2019) explores the shift in traditional classroom settings towards integrated, mixed-mode learning approaches. It investigates whether blended learning effectively meets students' basic psychological needs of relatedness, competence, and autonomy. While relatedness and competence needs were found to be fulfilled, autonomy was lacking due to school culture and traditional roles. The study highlights the positive relationship between these psychological needs and the impact of blended learning on students' learning interactions and identity formation. Blended learning offers diverse academic outputs that facilitate the fulfillment of relatedness, competence, and, ultimately, students' psychological needs.

On the other hand, a qualitative study was conducted

to identify and systematize factors that contribute to students' competence satisfaction in class from students' perspectives. It was revealed that different teaching factors within and beyond self-determination theory (i.e., structure, autonomy support, relatedness support, mastery goal structure, perceived error climate, teaching quality, teachers' reference norm orientations) as well as additional factors (e.g., students' motivation and engagement, peer climate and reciprocal peer support) that contributed to students' competence satisfaction in class from the students' points of view. This study contributes to existing research on why students' competence satisfaction arises in class by complementing it with an integrative, exploratory, and student-oriented perspective (Reynond *et al.*, 2023).

The study of Gallegos *et al.* (2019) indicate that these needs may be primarily autonomy, competence, and relating to others- all necessary for psychological health. These same authors emphasize that each of these needs plays a prominent role in the optimal development and experience of well-being in daily life. The need for autonomy is understood as the effort that people make determination their own behavior and the origin of their own actions; the need for the capability to be understood as controlling the outcome and eagerness to experience effectiveness; and the need for relating to others alludes to concern for others, making others feel accepted and able to fraternize with others. The satisfaction of basic psychological needs is associated with positive consequences, such as improvement in autonomous motivation. However, the satisfaction of these three BPNs enhances learning in PE class when adequate motivation is given to students, fostering academic commitment during the learning process.

Subsequently, Chiu (2021) verified that learners possess three universal and psychological needs—autonomy (feeling self-governed and self-endorsed), competence (feeling competent and effective), and relatedness (feeling connected, loved, and interacted)—that move them to act or not to act. Individuals experience greater psychological well-being through the satisfaction of these three psychological needs and, conversely, feel highly fragmented, isolated, and reactive when their needs are not met. When pedagogical design adequately addresses these psychological needs, students are actively motivated to engage in learning tasks. Classrooms that support these three psychological needs are more likely to engage students in learning.

Likewise, Guay (2021) confirmed the three psychological needs: autonomy competence and relatedness are conceived as universal rather than as individual subjective differences. The degree to which individuals are healthy and effective is understood in terms of the degree to which these needs have been satisfied. Thus, psychological needs are universal sources of satisfaction that promote students' optimal functioning within schools. Thwarting these needs will eventually lead to controlled goals and reasons for action. To this end, the social context

surrounding students (parents, teachers, peers) and the fulfillment of the following needs are significant. The three psychological needs do not operate in isolation but rather interdependently and should thus be considered in combination rather than separately.

Research conducted by Earl *et al.* (2019) among adolescents from secondary schools used a person-centered approach and showed distinct profiles of needs' satisfaction of the three psychological needs. Among the five profiles uncovered, students in the satisfied profile (having high scores on the three needs) were those experiencing the most vitality, positive affect, and achievement, as well as the lowest academic stress and negative affect compared to the dissatisfied profile. These results, therefore, attest to the necessity for the interventions to focus on all three needs and not only on a single one, leading to the most beneficial impact on students' outcomes.

Moreover, Sadri (2024) investigated the role that academic delight plays in mediating the relationship between students' agentic engagement and their satisfaction of psychological needs. Convenience sampling was used to choose 400 students, who then completed three scales measuring academic emotions, basic needs satisfaction, and agentic involvement using a descriptive-correlational methodology. The results showed substantial positive connections (between academic enjoyment, psychological needs satisfaction, and agentic engagement. In particular, academic enjoyment and agentic engagement were strongly influenced by the satisfaction of psychological needs, notably the need for autonomy and relatedness, and academic enjoyment also had a significant impact on agentic engagement. Additionally, agentic engagement was indirectly impacted by the fulfillment of psychological demands, particularly relatedness through academic enjoyment, suggesting the role that academic enjoyment plays in a crucial mediating role in enhancing students' engagement by linking their fulfillment of psychological needs to their active involvement in academic pursuits. Based on the related literature and studies, teacher's competence has a significant relationship to their support of learners' psychological needs.

Theoretical Framework

This study is anchored on the Social Cognitive Theory (SCT) of Bandura (1986), which states that individuals learn through a process of observation, imitation, and reinforcement. In the context of education, learners observe and imitate their teachers' behaviors, including their level of competence. Within the context of the study, it is assumed that teachers who demonstrate high levels of competence in their subject matter, teaching methods, and classroom management are likely to serve as positive role models for their students. Teachers who are confident in their own competence are more likely to inspire confidence in their students, leading to improved academic performance. In summary, the Social Cognitive Theory provides a theoretical framework to understand the relationship between teacher competence

and learners' academic performance. It emphasizes the importance of teachers as role models, the impact of self-efficacy beliefs, and the role of reinforcement in shaping students' behavior and academic outcomes. In addition, Vansteenkiste *et al.* (2020) support Self Determination Theory (SDT) as a psychological framework that emphasizes intrinsic motivation and the elements that influence human behavior. The said theory was developed by Deci and Ryan (1995; 2000). There are three fundamental psychological wants that people have: relatedness (the need to feel connected to others), competence (the need to feel capable and effective), and autonomy (the need to feel in control of one's activities). SDT states that people feel more motivated, fulfilled, and capable of personal development when these requirements are met. In the context of the mentioned theory, it was highlighted that once the basic psychological needs such as autonomy, competence and relatedness are achieved and gratified by the teacher's competence, the learners' engagement in the teaching-learning process is evident. In addition, Sadri (2024) suggested that academic enjoyment plays a crucial mediating role in enhancing students' engagement by linking their fulfillment of psychological needs to their active involvement in academic pursuits. Thus, fulfilling basic psychological needs will significantly increase the number of highly competent and productive pupils in the future.

Statement of the Problem

This study aimed to determine the level of teachers' competence and their support on learners' psychological needs in Manolo Fortich Districts 1 and 2, Division of Bukidnon, during the School Year 2023-2024. Specifically, this study sought to answer the following questions:

1. How are the respondents distributed in terms of highest educational attainment, teaching experience, and position?
2. To what level is the respondents' competence as to subject matter, teaching methods, and classroom management?
3. How do the respondents assess their extent of support on learners' psychological needs with regard to autonomy, competence and relatedness?
4. Is there a significant relationship between the respondents' competence and their support on learners' psychological needs?
5. Is there a significant difference in the respondents' support on learners' psychological needs when grouped according to their characteristics?

Scope and Limitation

This study focuses on teachers' competence and their support on learners' psychological needs of Manolo Fortich Districts 1 and 2 on Grade 1 to Grade 6 Elementary Schools Teachers, Division of Bukidnon, the School Year 2023-2024. All the Grade 1 to Grade 6 elementary teachers were involved and taken as the respondents of

the study. The study was limited to the determination of the teachers' competence in terms of subject matter, teaching methods and classroom management and teacher support on the psychological needs of the learners regarding with the sub variable; autonomy, competence and relatedness. Likewise, the study focused to determine the significant relationship of the teachers' competence and their support on learners' psychological needs as well as to reveal the significant difference on teachers' competence when characterized according to highest educational attainment, teaching experience and position. Finally, the evaluation conducted in this study relies on the feedback provided by the respondents based on the different indicators in the questionnaires.

MATERIALS AND METHODS

Research Design

The study used the descriptive-correlational research design to achieve the study's purpose, which was to assess the level of teachers' competence and their support of learners' psychological needs. This method was used to describe the data and the characteristics of the respondents involved and investigated the relationship of the variables. This could identify potential correlations between teachers' competence and meeting learners' psychological needs by collecting data on these variables without manipulating them. This design allowed for a comprehensive understanding of how teachers' competence and their support on learners' psychological well-being affect in educational setting. This study used the quantitative method of research. This involved collecting data and analyzing the numerical data results to test the relationship and difference between the variables. These helped the researcher gain valuable knowledge about the study and provide necessary information that is significant in enhancing the teaching profession and improving the performance of the learners.

Study Setting

This study was conducted in the Municipality of Manolo Fortich, which is situated in the landlocked province of Bukidnon in the northern region of Mindanao. The province is surrounded clockwise from the north, including Misamis Oriental, Agusan del Sur, Davao del Norte, Cotabato, Lanao del Norte, and Lanao del Sur. Known for being the region's main producer of rice and corn. Bukidnon was named from its expansive plateau in the north-central part of Mindanao, which translates to "highlander" or "mountain dweller." Manolo Fortich is a first-class municipality in Bukidnon. It serves as the gateway to Malaybalay City from Cagayan De Oro City. It consists of 22 barangays, with Barangay Tankulan designated as the Municipal administrative center. As of the present day, within the Department of Education, there exist four Districts under the Division of Bukidnon. These districts were as follows: Manolo Fortich 1, comprising six public elementary schools, one integrated school, and one secondary school; Manolo Fortich II, consisting of five elementary schools, four integrated schools, and two secondary schools; Manolo Fortich III, with nine elementary schools, one integrated school, and one secondary school; Manolo Fortich IV, with seven elementary schools, two integrated schools, and two secondary schools. It is important to note that the research study specifically focused on the District of Manolo Fortich 1 and 2.

Research Respondents

The respondents of the study were the public elementary teachers of Manolo Fortich Districts 1 and 2 in Manolo Fortich, Division of Bukidnon, specifically the Grade 1 to Grade 6 elementary teachers only. There were two hundred sixty (260) teachers involved in this research. The table below shows the distribution of all the teachers as respondents of the study.

Table 1: Distribution of Respondents

District	School	Respondents
I	Manolo Fortich CES	62
	Lingion ES	25
	Sto. Niño ES	20
	Dicklum ES	19
	San Miguel ES	18
	Gaboc ES	9
II	Mambatangan ES	30
	Lunocan ES	19
	Kitam-is ES	14
	Alae CES	44
Total		260

Sampling Technique

Purposive sampling method was used in identifying and selecting of respondents in each school based on the population. The said sampling technique targeted the

public elementary school teachers of Manolo Fortich Districts 1 and 2, specifically Grades 1 through 6. This method entailed selecting participants based on their relevance to the research objectives, ensuring that the

sample reflects the population of interest. By focusing on this specific group of teachers, the study elicited insights and perspectives most relevant to the educational context in these grade levels and districts. Teachers served as the respondents in this study were those directly involved in the school's teaching personnel, considering they perform such functions as part of the teaching profession in the School Year 2023-2024.

Research Instrument

To obtain the needed data, a researcher-made questionnaire was used. Part I was a questionnaire that concentrated on collecting information about the respondents' characteristics, specifically their highest educational attainment, teaching experience, and position within the organization. This part was intended to provide a thorough understanding of the participants' professional profile, which aid in determining how these factors may influence their responses to the research study. The honest and accurate responses to these questions of the respondents would significantly improve the quality and relevance of the research findings.

Part II focused on teachers' competence, patterned from the Social Cognitive Theory of Bandura, which focused on the competence of the teacher which was aligned to the DepEd Order No. 42, s. 2017 on the National Adoption and Implementation of the Philippine Standards for Teachers (PPST). It comprises thirty (30) indicators, which aimed to assess the level of teachers' competence considering the following variables: subject matter, teaching methods, and classroom management.

On the other hand, Part III elicited information on the teachers' support for learners' psychological needs. It was based on the Self Determination theory of Deci and Ryan (2020) to assess the teachers' support for learners' psychological needs. This portion was divided into three parts: autonomy, competence, and relatedness, with ten indicators in each part.

Data Gathering Procedure

The researcher sent a letter to the Schools Division Superintendent signed by the Dean of the School of Graduate Studies to seek permission for the study. Upon approval by the SDS, permission was sought from the Public Schools District Supervisor under his/her jurisdiction and teachers for the administration of questionnaires and collection of required data. Likewise, the teachers' cooperation was also sought so that the researcher could explain to the respondents how the questionnaire would be accomplished. The researcher collected and retrieved the questionnaires soon after the respondents were done answering. The researcher administered the questionnaire through a face-to-face method with health protocol implemented in all the schools. Afterward, the researcher prepared a tabular form in which the entries would be recorded and tallied. Then, the data was scored, tabulated, analyzed, and interpreted.

Statistical Treatment of Data

The data gathered was then subjected to appropriate statistical treatment to answer the study's problems. Problems 1, 2, and 3, in the characteristics of the respondents, indicators of teachers' competence, and their support for the psychological needs of the learners, the frequency, mean, percentage and standard deviation were computed and used. In Problem 4, Pearson Correlation Analysis was used to determine the significant relationship between teachers' competence and their support of learners' psychological needs. Also, for Problem 5, Anova analysis was used to examine whether there were significant differences in the teachers' competence according to respondents' characteristics, such as highest educational attainment, teaching experience, and position. Moreover, it helped to determine if the mean competence levels vary significantly across these different groups of respondents.

Ethical Considerations

Respondents may be more willing to participate honestly and openly if they are confident that their identities and personal information would be kept private, so protecting their privacy and anonymity was critical. The following ethical concerns need to be addressed:

They were made to understand the study's implications to make such informed decisions, and in most cases, researchers and participants approached the procedure casually. Informed consent protects and promotes the subjects' rights as autonomous participants who deserve respect, benefits, and justice and they were given the option to withdraw from the study at any time. Throughout the analysis and reporting process, the respondents were asked to remove or replace any personally identifiable information (such as names, school names, or contact information) from the data. Respondents were also given an option to assigned pseudonyms to protect their identities.

The collected data was secured by encrypting it where necessary and limiting access to authorized personnel only. This is to prevent accidental data disclosure to unauthorized parties. Finally, an institutional review board (IRB) or ethics committee was consulted to obtain ethical approval, ensuring the research design and data handling techniques comply with ethical standards and guidelines.

RESULTS AND DISCUSSIONS

Results

Problem 1. How are the Respondents Distributed in Terms of Highest Educational Attainment, Teaching Experience, and Position?

Table 2 shows the distribution of the respondents' highest educational attainment. The data shows that out of the 260 respondents, 109 (41.90 %) have obtained a Bachelor's degree, which means that they have the highest number among the other categories. This means that most of the respondents have completed the degree of education that provides teachers with basic knowledge of

Table 2: Distribution of the Respondents in Terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	7	2.70
With Doctorate Degree Units	17	6.50
Master's Degree	34	13.10
With Master's Degree Units	93	35.80
Bachelor's Degree	109	41.90
Total	260	100.00

the subject matter, teaching methods as well as classroom management techniques. On the other hand, the said degree is also considered a minimum requirement in order to be hired in the teaching profession. In addition, holding a bachelor's degree in the Department of Education may limit the opportunities for promotions as well as roles but it is sufficient for many teaching professions especially early in a career. Accordingly, Hammond (2020) indicates the critical role of powerful beginner teacher education programs in fostering effective teaching practices. These programs serve as the foundation for equipping educators with the necessary knowledge, skills, and pedagogical strategies to excel in the classroom. By emphasizing the importance of quality teacher preparation, Hammond advocates for a comprehensive approach to developing competent and impactful educators who can positively influence student learning outcomes. Evidently, the lowest frequency of 7 (2.70%) of the respondents have obtained the highest level of educational attainment, which is a doctoral degree. It can be noticed that there are respondents who have attained advanced studies. The result can be attributed to the fact that most public school teachers primarily do their duties and responsibilities as classroom teachers. Nevertheless, it can be observed that many educators exert efforts to pursue advanced studies. They know that they can be promoted to higher positions if they attain higher levels of education.

In addition, this would mean an increase in their compensation. The relatively low percentage of respondents with doctoral degrees underscores the challenges and time limits faced by public school teachers in balancing their teaching responsibilities while pursuing advances in their education. Despite this, the data also reveals a positive trend of teachers recognizing the benefits of advanced studies, including career progression and increased compensation. Overall, the insights obtained from the results suggest various educational directions among public school teachers, with a remarkable emphasis on continuous learning and professional growth.

The finding affirms Brookfield and Preskill (2021), who say that ongoing learning is essential for improving teaching competence, as it allows educators to continuously refine their methods and adapt to new educational challenges. This lifelong learning process helps teachers stay current

with best practices, ultimately leading to more dynamic and responsive classroom instruction. Also, Marzano (2020) presents advanced instructional strategies designed to support educators with higher academic qualifications, enabling them to effectively apply complex teaching techniques. These strategies enhance their ability to foster deeper student learning and engagement by leveraging their advanced knowledge and skills in instructional planning.

Table 3: Distribution of the Respondents in terms of Teaching Experience

Category	Frequency	Percent
21 years and above	8	3.08
11-20 years	100	38.46
4-10 years	61	23.46
0-3 years	91	35.00
Total	260	100.00

Table 3 shows the distribution of the respondents in terms of the number of years they have been teaching. Out of the 260 respondents, the highest frequency of 100 (38.46%) is those who belong to the number of years in teaching which ranges from 11 to 20 years. Although this range got the highest frequency, this does not mean that they compose majority of the respondents because the percentage is lower than 50%. As observed, many teachers stay in their jobs for several years which means that they usually stay until 20 years or even until retirement. The data further implies that there are many of them who have just started in the in-service teaching; thus, most of them are still beginning to broaden their teaching experience by staying in the profession. An essential trend in the teaching profession is emphasized in the Philippine Department of Education (2019) Basic Education Statistics report, specifically with regard to teacher retention rates and demographics, a sizable portion of teachers have worked for more than 20 years, indicating a direction toward long-term employment. This period in the field could be attributed to things like satisfaction with one's work, dedication to learning, and the stability of teaching positions in the Philippine educational system. Such information is essential for understanding the dynamics of the employees and developing retention and support policies for teachers. Meanwhile, the lowest frequency of 8 (3.08%) of the respondents has been teaching for 21 years and more. This signifies that only a few of the teachers, who were involved in the study had teaching experiences for several years. This can be connected to the fact that many of them have already availed their retirement. At the same time, it has been observed that many of them are already at retirement age. The data shows that many of the respondents are experienced educators. This advocates a strong presence of knowledgeable individuals in the surveyed group. Also, a flow of continuity in teaching careers, with many teachers remaining in their roles for extended periods, potentially until retirement. The

lower frequency of respondents with 21 years or more of teaching experience may reflect a smaller subset of teachers who have reached the later stages of their careers and are nearing retirement age. This distribution highlights the diverse range of teaching experience among the respondents, with a notable concentration in the mid-career range. It also underscores the importance of retaining experienced educators in the profession, as they bring valuable expertise and institutional knowledge to their roles. Overall, the data indicates a mix of both seasoned educators and those at various stages of their teaching careers, contributing to the overall richness and diversity of the teaching workforce. Reflective practices in teaching, as highlighted by Dana and Diane (2018), play a crucial role in enhancing teachers' competence. By engaging in reflection, teachers can critically assess their instructional approaches and identify areas that may require improvement. This process allows educators to continuously refine their teaching methods and adapt strategies to better meet the needs of their students. Ultimately, reflective practices contribute to ongoing professional growth and the enhancement of student learning outcomes to better support student learning. Sternberg and Williams (2019) provide insights into holistic education approaches that emphasize the importance of a balanced teaching workforce. Combining the enthusiasm of early-career teachers with the wisdom of seasoned educators is crucial for maintaining educational quality and effectiveness. Mentorship and professional growth play essential roles in fostering collaboration and continuity within the educational system, ensuring a sustainable and impactful learning environment for both teachers and students.

Table 4: Distribution of the Teachers in Terms of Position

Position	Frequency	Percentage
Master Teacher III	3	1.15
Master Teacher II	9	3.46
Master Teacher I	11	4.20
Teacher III	53	20.40
Teacher II	21	8.10
Teacher I	163	62.70
Total	260	100.00

Table 4 shows the respondents' distribution regarding their position in the schools they are affiliated with. Out of 260 respondents, the highest frequency of 163 (62.70%) has a teaching position of Teacher I. Apparently, the majority of them are new in the teaching profession and are still at the beginning level. These teachers, who compose the majority of the respondents, are found in the lowest position. As it can be noticed, the majority of the respondents are also in the field from 0-10 years only, which means that most of them are new in the field. The distribution of teachers according to their positions illustrates a rank within the teaching staff, with a significant concentration at the beginning level position.

An important indication is that most of the respondents are in the initial stages of their teaching careers. This encourages a strong foundation for teachers likely focused on developing their teaching skills, gaining experience, and working toward career advancement. It highlights that the majority of teachers are in the Teacher I position which means that there is a need for professional development and clear pathways for promotion to encourage teacher growth and improve the overall teaching quality. Indeed, teachers must be equipped with the necessary knowledge and skills in order to mold a holistic learner effectively and efficiently. This observation is consistent with a recent study by Smith *et al.* (2021), which found knowledge of educators' career paths and the importance of early career development in forming the teaching workforce as a whole. Thus, building a solid and productive teaching workforce requires an understanding of the career paths taken by educators and providing support for early career development. Hammond highlights the significance of experienced teachers in mentoring and supporting the professional growth of their colleagues, emphasizing the impact of collaborative learning environments on teacher effectiveness and student outcomes. As noted in the data, it underscores the role of experienced educators in leadership and mentorship within educational institutions. Further, his aspect is supported by the research conducted by Brown and Johnson (2022), which supports the idea that experienced teachers play a crucial role in mentoring and supporting less experienced colleagues, thereby enhancing overall teaching effectiveness. Their findings confirm that seasoned educators contribute significantly to the professional development of newer teachers, fostering a more collaborative and skilled teaching environment.

Nevertheless, Master Teacher III positions hold the lowest frequency of 3 (1.15%) of the respondents. This could mean that there are few opportunities for promotion to the higher rank positions and that the requirements are difficult to achieve. As observed, it hinders the advancement of teachers' careers, keeping many of them at lower levels until retirement despite their pieces of training or experiences. It also implies that the lower the position, the lower the compensation. Furthermore, encouraging higher positions and helping teachers level up to higher positions and roles could improve teacher motivation and professional development in the educational system which help to improve in the level of competence and to be able to produce a quality learner. In addition, this small group portion represents the most experienced and skilled educators, often involved in significant decision-making processes, educational research, and policy development. The progression positions signify a line of increasing expertise and responsibility within the teaching profession. This progression aligns with the findings of Smith *et al.* (2021) and Brown and Johnson (2022), which emphasize the critical role of acknowledging and supporting teachers at different career stages. Recognizing and nurturing

talent throughout a teacher’s career is essential for fostering professional growth and ensuring a high-quality educational workforce. Both studies underscore that targeted support and development opportunities contribute significantly to the overall advancement of

teaching practices and educational outcomes.

Problem 2. To What Level is the Respondents’ Competence as to Subject Matter, Teaching Methods, and Classroom Management?

Table 5: Distribution of the Respondents’ Level of Competence in terms of Subject Matter

Indicator	Mean	SD	Description
As a teacher,			
I demonstrate deep understanding of the subject matter.	4.47	0.57	Most of the Time
I create clear and engaging lesson plans aligned with curriculum.	4.45	0.53	Most of the Time
I use various teaching approaches to meet students’ needs to understand the lessons.	4.40	0.63	Most of the Time
I conduct fair and accurate assessments of student learning of the lesson.	4.45	0.55	Most of the Time
I integrate technology effectively into teaching the subject matter.	4.30	0.63	Most of the Time
I incorporate cultural perspectives into lessons.	4.08	0.63	Most of the Time
I engage in professional collaboration with colleagues concerning the topics to be taken in the class.	4.48	0.52	Most of the Time
I act integrity and fairness in teaching practices of the subject matter.	4.54	0.52	At all Times
I monitor and track students’ progress in the subject.	4.54	0.60	At all Times
I reflect on teaching practices for continuous improvement in the students’ learning of the lessons.	4.36	0.59	Most of the Time
Overall	4.41	0.58	Most of the Time

Legend: 4.50 - 5.00 At All Times / Outstanding; 3.50 - 4.49 Most of the Time / Very Satisfactory; 2.50 - 3.49 Sometimes / Satisfactory; 1.50 - 2.49 Seldom / Unsatisfactory; Below 1.5 Never / Poor

Table 5 shows the distribution of the respondents’ level of competence in terms of knowledge of the subject matter with an overall mean of 4.41 (SD= 0.58), described as Most of the Time. This means that they have a very satisfactory level of competence in this aspect. As observed, public school teachers are very competent since they have all attained the basic educational qualification as baccalaureate degree holders, not to mention their being licensed teachers. This is confirmed in the table where most of the respondents have attained a baccalaureate degree while others earned advanced studies. Further, this suggests that most of the teachers are performing at very competently in terms of their understanding and application of subject matter. This indicates moderate variability in the teachers’ performance, suggesting that while most teachers perform well, there are some variations in their levels of competence. As observed, teachers with a mastery of the subject matter will be able to deliver the lessons with clarity and depth, ensuring that pupils will fully understand complex concepts effectively and efficiently. Additionally, their expertise allows them to create engaging and relevant learning experiences, fostering a deeper interest in the subject among learners. In particular, there are two indicators that are equally ranked on top based on their mean scores among all the other indicators. The first indicator includes As a teacher, I act with integrity and fairness in teaching practices, which obtained the mean score of 4.54 (SD=0.52), described as At all Times with an outstanding level of competence. This is a good indication of their dedication

to maintaining moral principles and treating students fairly. There is minimal variation in the way teachers evaluate their own fairness and integrity. This implies that the group shares the value of acting morally. It suggests that everyone is working together to keep everyone treated fairly. In the end, educators are confident in their capacity to provide their students with a fair and reliable learning environment. While the second indicator As a teacher, I monitor and track students’ progress in the subject matter with a mean score of 4.54 (SD=0.60), described as At All Times . As noticed, the second-highest indicator suggests that learner performance varies significantly. The need for differentiated instruction is highlighted by the fact that some students are performing well while others are having difficulty. Analyzing the precise areas in which students are doing well and those in which they need additional assistance is essential. It is crucial to conduct more research on the variables influencing this variability, such as learning preferences, past knowledge, and levels of engagement. Teachers can put strategies into place to meet the various needs of their students and maximize learning outcomes for everyone by comprehending the root causes. Further, this indicates that many teachers may not be regularly or consistently tracking student progress, which could lead to missed opportunities for feedback and formative assessment. Without consistent monitoring, there may be gaps in understanding students’ needs and adjusting teaching methods accordingly. The standard deviation of 0.60 is higher than the previous indicator, pointing to significant variation in how teachers

approach this practice. Some teachers may be actively tracking progress, while others might not be placing enough emphasis on it. Overall, the low mean and high variation suggest that this is an area that needs attention, as consistent monitoring of student progress is key to providing targeted support and improving student outcomes. Furthermore, the result implies that most of the respondents are doing their responsibilities in teaching the subject matter with utmost commitment to practice integrity. As observed, public school teachers are using a centralized system of reporting their performance in class. This means that they are responsible to monitor their student's progress in class and report these accurately through the system. As a teacher, acting with integrity and fairness in teaching practices is crucial for building trust and creating a positive learning environment for students. Monitoring and tracking students' progress in the subject matter helps identify areas of improvement, tailor instruction to individual needs, and ultimately enhance student learning outcomes. Recent studies support these findings. For instance, a study by Baumert *et al.* (2019) emphasized that teacher competence, particularly in subject matter, plays a crucial role in student outcomes. Similarly, Hattie (2018) identified a deep understanding of subject matter as one of the most significant factors influencing effective teaching. Also, the research by Goe *et al.* (2021) highlighted the importance of clear lesson planning and diverse teaching approaches in achieving high levels of teacher competence. For example, Goldhaber *et al.* (2020) found that teachers who consistently monitor student progress contribute significantly to improved student outcomes. Moreover,

research by Darling-Hammond *et al.* (2019) highlights the importance of ethical conduct in teaching, noting that integrity and fairness are essential components of teacher professionalism. Similarly, a study by Desimone *et al.* (2021) emphasized the role of continuous progress monitoring in enhancing student achievement. On the other hand, the lowest mean score of 4.08 (SD=0.63), is observed in the indicator As a teacher I, incorporate cultural perspectives into lessons, described as Most of the Time and interpreted as Very Satisfactory. This means that there is a strong foundation in integrating cultural perspectives into lessons, but there may be opportunities to further enhance and diversify these efforts to meet the evolving needs of students. This indicates a higher variability in performance among teachers in this area compared to other indicators, suggesting that some teachers are more proficient in incorporating cultural perspectives than others. As an educator, recognizing the positive perception of incorporating cultural perspectives into lessons while acknowledging opportunities for improvement highlights the importance of continuously striving to enhance the integration of diverse cultural perspectives in teaching practices. By actively working to enrich students' learning experiences through more effective incorporation of cultural perspectives, educators can create a more inclusive and engaging educational environment that fosters understanding and appreciation of diverse backgrounds. Further, these findings are supported by recent literature like, Sleeter and Carmona (2019) emphasized the growing importance of cultural competence in teaching, particularly in diverse classrooms. Also, the research by Gay (2020) emphasizes

Table 6: Distribution of the Respondents' Level of Competence in terms of Teaching Methods

Indicator	Mean	SD	Description
As a teacher,			
I communicate instructions clearly and effectively to students.	4.34	0.55	Most of the Time
I design engaging and interactive learning activities to promote student involvement.	4.26	0.62	Most of the Time
I adapt teaching methods to cater diverse learning styles and abilities.	4.35	0.57	Most of the Time
I use probing questions to stimulate critical and creative thinking and class participation.	4.11	0.55	Most of the Time
I incorporate visual aids and multimedia tools to enhance understanding of concepts.	4.38	0.65	Most of the Time
I skillfully facilitate group discussions and collaborative learning activities.	4.30	0.61	Most of the Time
I provide timely and constructive feedback to students to support their learning.	4.30	0.63	Most of the Time
I utilize scaffolding techniques to support students as they progress in their learning.	4.18	0.58	Most of the Time
I communicate instructions clearly and effectively to students.	4.34	0.55	Most of the Time
I design engaging and interactive learning activities to promote student involvement.	4.27	0.60	Most of the Time
Overall	4.28	0.59	Most of the Time

Legend: 4.50 - 5.00 At All Times / Outstanding; 3.50 - 4.49 Most of the Time / Very Satisfactory; 2.50 - 3.49 Sometimes / Satisfactory; 1.50 - 2.49 Seldom / Unsatisfactory; Below 1.5 Never / Poor

that incorporating cultural perspectives into teaching practices is crucial for creating an inclusive and equitable learning environment. By integrating diverse cultural viewpoints into lessons, teachers can better meet the needs of all students and promote a more comprehensive understanding of the subject matter.

Table 6 shows the distribution of the respondents' level of teaching competence in terms of teaching method with an overall mean of 4.28 (SD=0.59) described as Most of the Time. This means that the respondents have a Very Satisfactory level of competence in the application of varied teaching methods which are aimed to make learners understand the subject matter. This mean score proves that teachers are highly effective in their teaching methods. However, the standard deviation of reflects a moderate variability in teaching performance, implying that while most teachers excel in their teaching methods, there are some differences in effectiveness. It is noticed on the findings that teachers excel in utilizing diverse teaching methods to enhance student comprehension, indicating an above average level of instructional effectiveness. The moderate variability in performance among respondents underscores the importance of recognizing and supporting individual teaching strengths and areas for improvement in the field of education. Research supports these findings. According to Hattie (2018), effective teaching methods, including clear communication and engaging classroom activities, are key factors in improving student learning outcomes. These strategies help students grasp complex concepts more easily and stay actively involved in the learning process, leading to better academic performance. Similarly, Desimone *et al.* (2021) stresses that interactive and diverse teaching strategies are vital for fostering student engagement and enhancing achievement. By using a variety of instructional methods, teachers can cater to different learning styles, keeping students actively involved and improving their overall academic success. Furthermore, Pianta *et al.* (2020) emphasize that clear instruction and timely feedback are essential for creating effective teaching and learning environments. These elements help students better understand the material and make necessary improvements, thereby enhancing both learning outcomes and classroom engagement. In particular, the indicator As a teacher, I incorporate visual aids and multimedia tools to enhance understanding of concepts obtained the highest mean of 4.38 (SD= 0.65) described as Most of the Time. This implies that the respondents have a very satisfactory level of competency in the utilization of technology to help learners understand the lessons taken in every class session. As observed, learners today learn faster and easier with their lessons in school taught with the use of visual aids through videos, PowerPoint presentations and others. Moreover, the use of multimedia has been used by both teachers and learners in interacting with one another. As a teacher, incorporating visual aids and multimedia tools can significantly enhance students' understanding of

concepts by providing them with visual representations and interactive experiences that cater to different learning styles. Research has shown that visual aids can improve comprehension, retention, and engagement in the learning process, making complex concepts more accessible and stimulating for students. By utilizing visual aids and multimedia tools, teachers can create a dynamic and interactive learning environment that promotes active participation and deeper understanding among students. These results are consistent with contemporary research such as Mayer (2019) argues that multimedia and visual aids enhance students' understanding and retention of complex concepts. Additionally, Clark and Mayer (2018) found that multimedia tools can enhance learning by engaging multiple senses, making content more interactive and accessible. Their research shows that incorporating visuals, audio, and animations improves both understanding and retention of information. Like Sweller *et al.* (2019) emphasized that visual aids reduce cognitive load by breaking down complex information, making it easier for learners to understand. Their research shows that well-crafted visuals improve comprehension and promote more efficient learning. Further, the lowest mean score of 4.11 (SD= 0.55) is observed for the indicator As a teacher, I use probing questions to stimulate critical and creative thinking and class participation, described as Most of the Time with a very satisfactory level of competence. This means that while teachers effectively use probing questions, there is slightly more room for improvement than other methods. This indicates relatively less variability among teachers in this area, suggesting a generally consistent approach to using probing questions. Based on the results, it appears that teachers are proficient in using probing questions to stimulate critical and creative thinking and class participation. However, the slightly lower mean score compared to other indicators suggests that there are still some areas that needs for improvement in this aspect of teaching practice. The low standard deviation indicates that there is a consistent approach among teachers in using probing questions, highlighting the need for targeted professional development to further enhance this skill across the board. Being in the field, understanding the results can help teachers recognize their strengths in using probing questions to stimulate critical thinking and class participation while also identifying areas for improvement to enhance their teaching practice. The consistent approach among teachers in this aspect indicates a shared foundation that can be built upon through targeted professional development, offering opportunities for growth and refinement in teaching techniques. By acknowledging these findings, teachers can actively work towards refining their skills in using probing questions to create a more engaging and effective learning environment for their students. Recent studies provide insight into these findings. Webb (2018) argues that probing questions are essential for fostering critical thinking, as they encourage students to analyze, evaluate,

and reflect on their understanding. By challenging learners to think more deeply, these questions help promote a more meaningful and learning experience. Then, Wiliam (2021) highlights that effective questioning techniques are crucial for stimulating student engagement and participation in the classroom. By using well-crafted questions, teachers can encourage deeper thinking, maintain student interest,

and promote active involvement in the learning process. Moreover, Black and Wiliam (2018) confirmed that probing questions are valuable in formative assessment, as they help teachers gauge students' understanding and provide timely feedback. These questions also promote cognitive development by encouraging students to think more deeply and reflect on their learning.

Table 7: Distribution of the Respondents' Level of Competence in terms of Classroom Management

Indicator	Mean	SD	Description
As a teacher,			
I set clear and consistent expectations for learners' behavior and academic performance.	4.42	0.57	Most of the Time
Plan and organize classroom routines and procedures to maximize instructional time.	4.46	0.55	Most of the Time
I maintain a positive and conducive learning environment that fosters respect, inclusivity, and engagement.	4.47	0.61	Most of the Time
I manage transitions smoothly and efficiently between activities to minimize disruptions.	4.26	0.61	Most of the Time
I implement appropriate strategies to address and manage student behavior effectively.	4.28	0.59	Most of the Time
I use attention-getting techniques and cues to maintain students focus during instruction.	4.28	0.63	Most of the Time
I apply discipline policies consistently and fairly, considering individual student needs and circumstances.	4.22	0.66	Most of the Time
I resolve conflicts and disputes among students calmly and respectfully, promoting peaceful interactions.	4.47	0.54	Most of the Time
I ensure the physical and emotional safety and well-being of all students within the classroom environment.	4.41	0.61	Most of the Time
I reflect on classroom management practices regularly and seeks opportunities for improvement and professional growth.	4.30	0.65	Most of the Time
Overall	4.36	0.60	Most of the Time

Legend: 4.50 - 5.00 *At All Times / Outstanding*; 3.50 - 4.49 *Most of the Time / Very Satisfactory*; 2.50 - 3.49 *Sometimes / Satisfactory*; 1.50 - 2.49 *Seldom / Unsatisfactory*; Below 1.5 *Never / Poor*

Table 7 reflects the distribution of the respondents' level of teaching competence in terms of classroom management with an overall mean of 4.36 (SD=0.60), described as Most of the Time. The means that most of the respondents have a very satisfactory level of competence in managing their classrooms. Teachers are generally planning how they do things in their respective classes not only because it is their duty but also it is one of the important aspects being observed by their administrators during their classroom observation. This suggests that teachers are above average effective in managing their classrooms, with practices supporting a positive and productive learning environment. This further indicates moderate variability in teachers' classroom management practices, implying that while most teachers exhibit strong management skills, there is some variation in their effectiveness. As observed, the findings highlight the importance of effective classroom management in creating a conducive learning environment for students. The above-average level of competence in classroom management among the respondents indicates

a dedication to planning and executing strategies that support student engagement and success. The variability in classroom management practices suggests that there may be opportunities for professional development and collaboration among teachers to further enhance their skills and ensure consistency in creating positive learning experiences for all students. Several studies support these findings, such as Evertson and Emmer (2018) highlight that effective classroom management is essential for fostering a learning environment where students can stay focused and engaged. By establishing clear expectations and maintaining organization, teachers can create a space that supports student learning and minimizes disruptions. Yet, research by Marzano *et al.* (2019) emphasizes that setting clear expectations and fostering a positive learning environment are essential for improving both student behavior and academic performance. It shows that when students understand what is expected of them and feel supported, they are more likely to engage productively and achieve better results. As well, Pianta *et al.* (2020) highlight that well-organized routines and smooth

transitions are crucial for effective classroom management. Their researches show that these practices help minimize disruptions, allowing for a more focused and productive learning environment. Moreover, there are two indicators which obtained the highest mean scores. The indicator As a teacher, I maintain a positive and conducive learning environment that fosters respect, inclusivity, and engagement got the mean score of 4.47 (SD=0.61), described as Most of the Time with a very satisfactory level of competence. This means a positive perception of the classroom environment. It demonstrates that the respondents have been successful in establishing an environment where students are eager to learn and feel valued and included. The standard deviation, however, raises the possibility that students' perceptions of this setting vary somewhat. As a mentor, to make sure that everyone feels encouraged and appreciated, it is critical to keep watching and listening to students. While some students might benefit from more chances to take the lead and express their opinions, others might require a little more prodding to get involved. One can maintain the development of a welcoming learning environment by remaining aware of each student's unique needs. The second indicator As teacher, I resolve conflicts and disputes among students calmly and respectfully, promoting peaceful interactions with a mean score of 4.47 (SD=0.54), described as Most of the Time. This means that most of the respondents have a very satisfactory level of competence. This shows how well teachers handle conflicts in the classroom and help students feel valued and safe. The gap in opinions, however, indicates that some learners might be unwilling to open up about their problems, emphasizing the necessity of better communication. The ability to lead learners toward peaceful interactions by continuing one's education and practicing conflict resolution techniques. Learners can be empowered to resolve conflicts on their own by putting learner-led conflict resolution techniques into practice, such as setting up a peace corner or teaching pertinent skills. Teachers can create an even more courteous and effective learning environment by continuing to be proactive and attentive to the student's needs. As observed, the high mean scores for maintaining a positive learning environment and resolving conflicts and disputes peacefully indicate that teachers excel in creating a respectful and inclusive classroom atmosphere. This suggests that teachers prioritize fostering a harmonious and engaging environment for their learners,

which is essential for effective teaching and learning. By excelling in these areas of classroom management, teachers are likely to contribute significantly to their students' overall well-being and academic success. These results are supported by recent research. Further, Kounin (2020) argues that maintaining a positive learning environment and swiftly addressing conflicts are key to minimizing classroom disruptions. By effectively managing these aspects, teachers can ensure higher levels of student engagement and create a more conducive atmosphere for learning. Also, Hamre and Pianta (2019) emphasize that cultivating a supportive classroom climate is crucial for promoting student respect and inclusivity. Their work suggests that when students feel valued and supported, they are more likely to engage positively with their peers and participate in learning. In the bargain, Rimm-Kaufman and Sawyer (2020) stress that effective conflict resolution is essential for maintaining a positive classroom atmosphere. By addressing conflicts constructively, teachers can reduce tension, foster mutual respect, and create a more harmonious learning environment. On the other hand, the indicator As a teacher, I apply discipline policies consistently and fairly, considering individual student needs and circumstances obtained the lowest mean score of 4.22 (SD=0.66) described as Most of the Time. Although this score still falls within the very satisfactory level of competence, it suggests some variability in how consistently and fairly disciplined policies are applied. The standard deviation indicates a higher variability level than other indicators, reflecting differences in teachers' approaches to discipline. The result may suggest that there may be differing interpretations or implementations of disciplinary policies among teachers. This variability could indicate a need for clearer guidelines or training on how to apply discipline policies in a consistent and fair manner, considering individual student needs. Addressing this variability could help ensure a more uniform and equitable disciplinary approach across the school. As a mentor, it is important to recognize and address the individual needs of each learner when it comes to disciplinary matters. Understanding and accommodating this variability can promote a more consistent and fair disciplinary approach throughout the school. Collaborating with colleagues to develop strategies that cater to the diversity of learner needs can lead to a more equitable and supportive learning environment for all. Recent studies corroborate these findings. In accordance with Gregory and Weinstein

Table 8: Summary Distribution of the Respondents' Level of Competence

Variables	Mean	SD	Interpretation
Subject Matter	4.41	0.58	Very Satisfactory
Teaching Methods	4.28	0.59	Very Satisfactory
Classroom Management	4.36	0.60	Very Satisfactory
Overall	4.35	0.59	Very Satisfactory

Legend: 4.50 - 5.00 *At All Times / Outstanding* 3.50 - 4.49 *Most of the Time / Very Satisfactory* 2.50 - 3.49 *Sometimes / Satisfactory* 1.50 - 2.49 *Seldom / Unsatisfactory* Below 1.5 *Never / Poor*

(2019) that, fair application of discipline policies while considering individual student needs, is vital for maintaining effective classroom management. This approach helps promote positive student behavior and ensures that disciplinary actions support rather than hinder student growth and engagement. Emmer and Sabornie (2019) highlight that consistent discipline practices are key to maintaining order in the classroom and creating a stable environment where students can focus on learning. Their research suggests that clear, predictable consequences for behavior help support student success by fostering a sense of fairness and responsibility.

Table 8 illustrates the summary distribution of the respondents' level of competence based on subject matter, teaching methods and classroom management with an overall mean of 4.35 (SD=0.59), interpreted as Very Satisfactory level of teachers' competence. This means that the teachers are showing most of the time their commitment with their duties and responsibilities in all aspects of their work. The standard deviation reflects moderate variability, indicating that while most teachers perform well, there are differences in their levels of competence in subject matter expertise, teaching methods, and classroom management. Based on the data presented, it is seen that the respondents demonstrate an above-average level of teaching competence, showcasing their dedication and proficiency in their roles as educators. The moderate variability in the standard deviation suggests that while overall performance is very satisfactory, there are areas where teachers may benefit from further development and support to enhance their competence. This shows the importance of ongoing professional growth and collaboration among educators to continually improve teaching practices and meet the diverse needs of students. Supporting research highlights the importance of these dimensions in effective teaching. In accordance with Hattie (2018), a deep understanding of the subject matter and the use of effective teaching methods are essential for improving student outcomes. His research indicates that when teachers are well-versed in their content and employ proven instructional strategies, students achieve better academic results. In addition, Desimone *et al.* (2021) underscore that robust classroom management and clear teaching practices are vital for creating and sustaining a productive learning environment. Their research highlights that effective management and clear instructional approaches help maintain order and enhance student engagement. Also, Pianta *et al.* (2020) confirm that combining strong subject matter expertise with effective management and teaching strategies is crucial for achieving high teaching standards. Their research shows that this integration enhances both instructional quality and student learning outcomes. Among the three variables of teachers' competence, subject matter obtained the highest overall mean score of 4.41 (SD=0.58) interpreted as Very Satisfactory. This variable is equally important to ensure learners'

understanding of the concepts of the lesson. The mean score in subject matter competence suggests that teachers place important value on the content they are teaching, which is essential for effective transmission of information to learners. This pinpoints that teachers are well-prepared to provide thorough and accurate explanations, leading to better understanding and learning outcomes of the learners. Overall, a focus on subject matter competence reflects a dedication to delivering quality education and facilitating understanding in the classroom. These findings are consistent with recent studies. As claimed by Hattie (2018), a profound grasp of the subject matter is a key factor in teaching effectiveness, as it allows educators to deliver content more clearly and confidently. This deep understanding enhances student learning by providing more accurate explanations and fostering a richer learning experience. To boot, Shulman (2021) highlights that subject matter expertise is crucial for effective teaching practices, as it enables educators to present content accurately and address students' questions with depth. His work underscores that a strong command of the subject matter enhances instructional quality and supports better student learning outcomes. In fact, Grossman (2019) supports the idea that having strong content knowledge is fundamental for successful teaching and student achievement. His research indicates that teachers with a deep understanding of their subject matter are better equipped to engage students and foster academic success. Meanwhile, the variable Teaching Methods got the lowest mean score of 4.28 (SD=0.59) interpreted as Very Satisfactory. The result suggests that the teachers need to be more reflective of their application of the teaching methods in their classes. As observed, some teachers tend to be unprepared in coming to class because there are instances that they become pre-occupied with other tasks. While the teaching methods are rated as very satisfactory, there is an opportunity for improvement, particularly in the consistency and preparedness of teachers. The relatively lower score suggests that some teachers may need to prioritize classroom preparation to enhance the effectiveness of their teaching methods. As an educator, this result highlights the importance of ongoing reflection and time management to ensure that teaching remains a primary focus despite other responsibilities. Supporting literature provides insights into these findings. As attested by Marzano *et al.* (2019), using a variety of engaging teaching methods is crucial for increasing student involvement and supporting effective learning. Their research demonstrates that diverse instructional strategies accommodate different learning styles, ensuring that more students can connect with the material. By keeping students motivated and attentive, these varied approaches contribute to better academic performance and deeper understanding. However, research by Wang *et al.* (2018) emphasizes that the effectiveness of teaching methods can vary, as no single strategy is universally effective for all students. Their research underlines the need for educators to adapt their teaching approaches to

accommodate the diverse learning styles and needs of students. By doing so, teachers can optimize educational outcomes and ensure more equitable learning experiences for all students. Certainly, Desimone *et al.* (2021) stress the importance of instructional methods in promoting educational development, noting that variability in teaching effectiveness requires ongoing refinement. They suggest that continuously improving teaching practices allows educators to better meet the diverse needs of students. This focus on adaptability and growth in instruction is essential for achieving higher educational outcomes and fostering student success. In the context of the study of Peñas (2022) teachers' effectiveness of

the curriculum is the key to their success in the classroom setting especially in the motivation of showing their competence to the learners. When teachers build strong connections with their learners, it makes a world of difference in how motivated those pupils are to learn. A simple good job or genuine smile can go a long way in encouraging a pupil to keep trying.

Problem 3. How do the respondents assess their extent of support on the learners' psychological needs considering autonomy, competence, and relatedness?

Table 9 shows the distribution of the respondents'

Table 9: Distribution of the Respondents' Extent of Support on the Learners' Psychological Needs Considering Autonomy

Indicator	Mean	SD	Description
As a teacher,			
I provide options for pupils to select learning activities based on their interests and preferences.	2.93	0.63	Most of the Time
I guide pupils in setting academic and personal goals that are meaningful to them.	3.46	0.57	At all Times
I offer opportunities for pupils to make decisions about their learning path and classroom activities.	3.27	0.59	At all Times
I facilitate activities that encourage pupils to independently solve problems and make decisions.	3.40	0.54	At all Times
I utilize self-assessment tools that empower pupils to evaluate their own progress and identify areas for improvement.	3.23	0.60	Most of the Time
I incorporate reflective practices where pupils can assess their strengths, weaknesses, and growth areas.	3.15	0.62	Most of the Time
I establish channels for pupils to give and receive feedback on their work and learning process.	3.26	0.59	At all Times
I encourage peer collaboration and teamwork while allowing pupils to take initiative and lead their own learning.	3.36	0.72	At all Times
I support the development of personalized learning plans that cater to individual pupil needs and interests.	3.27	0.57	At all Times
I provide opportunities for pupils to take the lead in designing and implementing projects that align with their interests and passions.	3.22	0.57	Most of the Time
Overall	3.26	0.60	At all Times

Legend: 4.50 - 5.00 At All Times / Outstanding; 3.50 - 4.49 Most of the Time / Very Satisfactory; 2.50 - 3.49 Sometimes / Satisfactory; 1.50 - 2.49 Seldom / Unsatisfactory; Below 1.5 Never / Poor

extent of support on the learners' psychological needs considering autonomy with an overall mean of 3.26 (SD=0.60) described as At All Times . This means that their support is to a great extent. As observed, teachers are more focused on the delivery of subject matter than looking into the psychological needs of the students. This suggests that while there is a generally positive approach toward fostering autonomy, there are areas where it could be more consistently implemented. The standard deviation reflects some variability in how frequently these autonomy-supportive practices are applied, indicating that not all pupils experience the same level of support. As observed, although teachers generally support learners' independence, some pupils may not fully benefit from autonomy-supportive practices because they are not always implemented consistently. It would

be helpful if teachers could apply these techniques more frequently in order to support the success of every learner. Learners will benefit from this by becoming more engaged, motivated, and capable of independent learning. Teachers can better meet the psychological needs of their students and foster their independence and self-assurance by doing this. Supporting literature underscores the significance of autonomy in educational settings. According to Ryan and Deci (2020), providing students with choices and encouraging self-regulation are vital components of fostering autonomy and intrinsic motivation. Similarly, Wang and Holcombe (2019) emphasize that autonomy-supportive teaching practices enhance student engagement and academic outcomes. Additionally, Vansteenkiste *et al.* (2018) highlight the importance of self-determination theory in promoting

student autonomy and motivation. The indicator As a teacher, I guide pupils in setting academic and personal goals that are meaningful to them obtained the highest mean score of 3.46 (SD=0.57), described as At All Times. This means that teachers help students establish significant goals that support their autonomy and motivation to a great extent. The relatively low standard deviation indicates that this practice is uniformly applied, making it a vital support area for autonomy. As noticed, teachers consistently guide students in setting meaningful academic and personal goals, which strongly supports their autonomy and motivation. This suggests that this practice is widely and uniformly implemented among the respondents. This consistent approach is likely a key factor in fostering a supportive learning environment where learners feel empowered to take charge of their educational journey. Further, this finding is consistent with the research by Schunk and Zimmerman (2019), who argue that goal setting is vital for boosting students' self-efficacy and motivation, as it provides clear objectives and a sense of direction. Their research shows that setting specific, achievable goals helps students build confidence in their abilities and remain engaged in their learning. In addition, Pintrich (2018) emphasizes that setting meaningful goals is essential for fostering student autonomy and engagement, as it empowers students to take ownership of their learning. His research indicates that when students have clear, relevant goals, they are more motivated and actively involved in their educational journey. As expected, Brophy (2021) points out that goal-setting practice has a significant impact on student achievement and motivation by providing clear targets for students to strive towards. His research shows that well-structured goals help students stay focused, motivated, and better equipped to reach their academic potential. Meanwhile, the indicator As a teacher, I provide options for pupils to select learning activities based on their interests and preferences got the lowest mean score of 2.93 (SD=0.63), described as Most of the Time. This means that while options are provided, they are occasionally emphasized rather than other autonomy-supportive practices. This reflects greater variability in how often this practice is applied, suggesting that some pupils may not experience opportunities to choose. Also, this further implies that the respondents find themselves not giving their activities that they like best. As observed, teachers give uniform activities regardless of whether a few or some of the learners find the activities not interesting. The data suggest that there are learners who might be doing activities out of free will. Usually, teachers motivate them to do their tasks based on the objectives set for each lesson which are based on the prepared lesson plan. As seen that, the data imply that while some learners are engaging in activities out of their own will, this motivation may be largely driven by the objectives outlined by teachers rather than by intrinsic interest. This suggests a dependence on external motivation, with students possibly completing tasks to meet expectations

rather than out of genuine engagement or curiosity. To foster deeper learning and autonomy, it may be beneficial for teachers to create opportunities for students to connect the lesson objectives with their own interests and goals, encouraging more intrinsic motivation. Research supports these findings by highlighting the critical role of choice in autonomy support. As mentioned by Deci and Ryan (2019) that offering students choices is crucial for cultivating a sense of autonomy and intrinsic motivation. By allowing students to make decisions about their learning, educators can enhance their engagement and internal drive to succeed. To supplement, Reeve (2018) stresses that letting students choose learning activities aligned with their interests can significantly boost engagement and academic performance. This approach helps students feel more invested in their learning, which leads to higher levels of motivation and achievement. Moreover, Schunk (2020) suggests that placing a greater emphasis on providing students with choices could strengthen their autonomous motivation, making them more self-driven in their learning. This increased sense of control over their educational experience can lead to improved learning outcomes and greater academic success.

Table 10 shows the distribution of the respondents' extent of support on the learners' psychological needs considering competence with an overall mean of 3.35 (SD=0.56) described as At All Times. This means that they supported their students to a great extent. It implies that the respondents have an understanding that the learners have intellectual, physical, spiritual, as well as psychological needs. The result then suggests that the respondents are practicing the indicators which manifest their commitment to address the learners' psychological needs in a general sense. As perceived, it indicates a generally strong focus on promoting pupils' competencies, though the standard deviation reveals some variability in how consistently these practices are applied. This level of support reflects a commitment to enhancing students' skills and confidence through various strategies. Also, the focus on promoting pupils' competencies shows a commitment to building their skills and confidence, which is crucial for their psychological well-being. However, the variability indicated by the standard deviation suggests that not all students receive the same level of support, potentially leaving some learners less equipped to develop a strong sense of competence. To effectively support all students, educators should aim to apply competence-enhancing practices more consistently, ensuring that every learner has the opportunity to develop the skills and confidence needed for success. Supporting literature emphasizes the importance of competence in educational settings. According to Bandura (2018), providing clear goals and feedback helps students build self-efficacy and confidence in their abilities. Similarly, Hattie and Timperley (2018) highlight the role of feedback mechanisms in promoting students' understanding of their strengths and areas for improvement. Additionally,

Table 10: Distribution of the Respondents’ Extent of Support on the Learners’ Psychological Needs Considering Competence

Indicator	Mean	SD	Description
As a teacher,			
I provide clear and achievable learning goals that empower pupils to build confidence in their abilities.	3.39	0.53	At all Times
I establish feedback mechanisms that help pupils understand their strengths and areas of improvement.	3.30	0.58	At all Time
I design activities that allow pupils to practice and enhance their skills in various domains.	3.31	0.58	At all Times
I utilize tools that enable pupils to monitor their own progress and track their growth over time.	3.25	0.57	Most of the Time
I guide pupils in setting realistic goals and action plans to develop competencies.	3.38	0.59	At all Times
I implement self- assessment opportunities that encourage pupils to reflect on their own competence levels.	3.30	0.57	At all Times
I encourage collaborative learning experiences where pupils can support each other in developing competencies.	3.39	0.53	At all Times
I recognize and acknowledges pupils’ efforts and achievements to boost their motivation and self- esteem.	3.49	0.52	At all Times
I provide differentiated instruction to accommodate pupils’ varying levels of competence and learning styles.	3.36	0.52	At all Times
I create opportunities for pupils to demonstrate mastery of skills and competencies through authentic assessments and tasks.	3.36	0.60	At all Times
Overall	3.35	0.56	At all Times

Legend: 4.50 - 5.00 At All Times / Outstanding; 3.50 - 4.49 Most of the Time / Very Satisfactory; 2.50 - 3.49 Sometimes / Satisfactory; 1.50 - 2.49 Seldom / Unsatisfactory; Below 1.5 Never / Poor

Black and Wiliam (2018) argue that self-assessment opportunities and collaborative learning are crucial for developing students’ competencies and motivation. The indicator As a teacher, I recognize and acknowledge pupils’ efforts and achievements to boost their motivation and self- esteem obtained the highest mean score of 3.49 (SD=0.52) described as At All Times. This means that the respondents are supporting to a great extent their learners’ need to be motivated and have an improved self-confidence. The findings suggest that the teachers know how important it is for the learners to be motivated to do their academic undertakings and succeed in school. This indicates that recognizing and celebrating students’ efforts is a well-established practice consistently applied to enhance motivation and self-esteem. Thus, practicing is uniformly experienced among pupils, reflecting its importance in supporting their competence development. As perceived, that teachers consistently recognize and acknowledge pupils’ efforts and achievements, which is crucial for boosting motivation and self-esteem. This strong and uniform practice reflects a deep commitment to supporting students’ psychological needs by reinforcing their sense of competence. By consistently acknowledging students’ successes, teachers help build a positive learning environment where students feel valued and confident in their abilities.

This finding aligns with the research by Deci and

Ryan (2019) who emphasize that recognition and acknowledgment are key components in fostering students’ intrinsic motivation. In addition, Schunk (2020) highlights that positive reinforcement and recognition are crucial for building students’ self-esteem and confidence. On the other hand, Dweck (2018) supports that acknowledgment of effort and achievement plays a significant role in students’ motivation and academic success. On the other hand, the indicator As a teacher, I utilize tools that enable pupils to monitor their own progress and track their growth over time got the lowest mean score of 3.25 (SD=0.57) described as Most of the Time. The result implies that the respondents are supportive of giving the students a responsibility of their individual progress and growth to some extent. It suggests that while some tools for monitoring progress are used, they are not as consistently applied as other practices. The higher standard deviation indicates variability in how often these tools are utilized, implying that not all pupils have equal access to progress-monitoring tools. As seen, teachers often use tools to help pupils monitor their own progress, this practice is not as consistently applied as other competence-supportive strategies. This indicates an area for improvement, as providing students with regular opportunities to track their growth is essential for fostering a stronger sense of competence and self-directed learning. Research supports the need for

better implementation of progress monitoring tools. As said by Guskey (2019), self-monitoring and reflection tools empower students to actively track their learning progress, allowing them to understand their strengths and areas for improvement. These tools also help students set achievable and meaningful goals, fostering a sense of responsibility and motivation in their learning journey.

Also, Black and Wiliam (2018) emphasize that formative assessment tools are crucial for offering students continuous feedback, enabling them to understand their current performance. This ongoing feedback helps students adjust their learning strategies and improve over time, promoting deeper understanding and growth. Table 11 shows the distribution of the respondents’

Table 11: Distribution of the Respondents’ Extent of Support on the Learners’ Psychological Needs in terms of Relatedness

Indicator	Mean	SD	Description
As a teacher,			
I foster a supportive classroom environment where pupils feel connected and valued by their peers.	3.50	0.53	At All Times
I build positive and trusting relationships with pupils, providing emotional support and guidance.	3.39	0.53	At All Times
I encourage collaborative learning experiences that promote teamwork and cooperation among pupils.	3.30	0.78	At All Times
I ensure that all pupils feel included and respected regardless of their background or differences.	3.60	0.51	At All Times
I facilitate opportunities for pupils to engage with the broader community, fostering a sense of belonging.	3.45	0.51	At All Times
I equip pupils with skills to resolve conflicts peacefully and maintain positive relationships with others.	3.38	0.56	At All Times
Integrate activities that help pupils develop empathy, communication, and relationship-building.	3.41	0.54	At All Times
I celebrate diversity and promotes cultural understanding within the classroom.	3.29	0.61	At All Times
I establish peer support networks to help pupils build friendships	3.35	0.59	At All Times
I engage families in students’ learning journey, strengthening the home-school connection and fostering a sense of community.	3.35	0.59	At All Times
Overall	3.40	0.58	At All Times

Legend: 4.50 - 5.00 At All Times / Outstanding; 3.50 - 4.49 Most of the Time / Very Satisfactory; 2.50 - 3.49 Sometimes / Satisfactory; 1.50 - 2.49 Seldom / Unsatisfactory; Below 1.5 Never / Poor

extent of support on the learners’ psychological needs considering relatedness with an overall mean of 3.40 (SD=0.58 described as At All Times and interpreted as to a great extent. This means that teachers generally emphasize supportive and creative learning environments that promote learners’ sense of connection and belonging. The standard deviation reveals that respondents completely support the psychological need for relatedness among learners. This specifically shows a strong level of teachers’ support for helping learners feel connected, feel like they belong, and establish interpersonal relationships. The fact that the learners’ psychological need for relatedness is continuously recognized and supported is what makes these results significant. The results indicate that the educational environment may be fostering positive relationships, which are essential for creating a supportive and motivating atmosphere for learning, by demonstrating that respondents consistently prioritize and meet this need. Furthermore, it indicates that the respondents’ level of support is consistent. The results point to a supportive and nurturing learning

environment where learners’ social and emotional needs are successfully satisfied, which may enhance their overall academic performance and experience. Research supports the importance of relatedness in educational settings. For instance, Deci and Ryan (2019) highlight that relatedness, or feeling connected to others, is a key component of motivation and engagement in learning. Similarly, Ryan and Deci (2020) emphasize that positive relationships and a supportive classroom environment are crucial for students’ emotional well-being and academic success. As a matter of fact, Wentzel (2018) argues that fostering a sense of belonging and community significantly enhances students’ motivation and academic performance. The indicator As a teacher, I ensure that all pupils feel included and respected regardless of their background or differences obtained the highest mean score of 3.60 (SD=0.51), described as At all Times. This means that the respondents are to a great extent supporting their learners’ need to be given the appropriate attention. This high score strongly emphasizes inclusivity and respect for diversity within the classroom and this practice

is consistently applied, highlighting its importance in creating a supportive learning environment. As perceived, teachers support on learners' psychological needs, considering relatedness is strong and has shown consistent commitment from teachers to ensure that all pupils feel included and respected, regardless of their background. This emphasis on inclusivity and respect demonstrates a significant focus on addressing learners' need for relatedness and fostering a supportive and equitable classroom environment. The consistency of this practice shows its important role in building a positive and connected learning community. Based on the findings of Cohen and Sandy (2019), inclusivity and respect for diversity are essential for fostering a positive classroom climate and improving student engagement. In addition, Eccles and Roeser (2019) emphasize that ensuring students feel valued and respected contributes significantly to their overall academic and social success. Huang and Liu (2020) find that inclusivity and a respectful environment positively impact students' sense of belonging and motivation.

On the other hand, the indicator As a teacher, I celebrate diversity and promotes cultural understanding within the classroom got the lowest mean score of 3.29 (SD=0.61), described as At All Times. The result means that the respondents are, to a great extent, supportive of their learners' individuality and cultural background. It indicates that diversity and cultural understanding are promoted, but they are not as strongly emphasized as other relatedness practices. The higher standard deviation indicates variability in how this practice is implemented,

pointing to potential areas for improvement. As observed, the teachers do support diversity and cultural understanding, but with this aspect, it is not as consistently emphasized as other practices related to relatedness. This indicates variability in how teachers celebrate diversity, meaning that not all students may equally experience this support. Truly, there is a need for more focused efforts to consistently integrate cultural understanding and celebrate diversity in the classroom to ensure all students feel recognized and valued individually despite their uniqueness and differences. Research highlights the need for more emphasis on celebrating diversity and cultural understanding. Gay (2018) emphasizes that incorporating cultural understanding into the curriculum is essential for fostering an inclusive and equitable learning environment. By recognizing and valuing students' diverse cultural backgrounds, educators can create a more supportive and engaging atmosphere that enhances learning for all students. Further, Ladson-Billings (2020) supports the idea that celebrating diversity within the classroom can significantly enhance student engagement and academic success. By incorporating diverse perspectives and experiences, educators create a more inclusive environment that resonates with students, fostering deeper connections and better learning outcomes. Also, Nieto (2020) argues that fostering cultural understanding is essential for creating a more inclusive classroom environment, where all students feel valued and respected. This approach also supports students' social-emotional development by promoting empathy, awareness, and a sense of belonging.

Table 12: Summary Distribution of the Respondents' Extent of Support on the Learners' Psychological Needs

Variables	Mean	SD	Interpretation
Autonomy	3.26	0.60	To a Great Extent
Competence	3.35	0.56	To a Great Extent
Relatedness	3.40	0.58	To a Great Extent
Overall	3.34	0.58	To a Great Extent

Legend: 3.26 - 4.00 At all times / To a Great Extent
2.51 - 3.25 Most of the time / To Some Extent

1.76 - 2.50 Sometimes/ To a Little Extent
1.00-1.75 Never/ Not at all

Table 12 shows the summary distribution of the respondents' level of support for the learners' psychological needs with an overall mean of 3.34 (SD=0.58), interpreted as To a Great Extent. This means moderate variability in how these practices are applied, reflecting differences in how teachers prioritize and implement autonomy, competence, and relatedness in their classrooms. This overall score signifies a strong focus on meeting learner' psychological needs, which is essential for fostering motivation, engagement, and well-being of the pupils in educational settings. As observed, the teacher support on learners' psychological needs reflected that teachers are generally supportive of their students' psychological needs, consistently focusing on autonomy, competence, and relatedness. However, the intent to support these needs is present but the execution may vary

in every classroom. This inconsistency could mean that not all students experience the same extent of support, potentially impacting their motivation, engagement, and overall well-being. The strong emphasis on these psychological needs is significant for creating a positive learning environment, but the differences in application highlight areas for further professional development. Ensuring that all teachers have the tools and strategies to uniformly support these needs is key to maximizing student success and fostering a more equitable educational experience. In addition, teachers must participate different activities that will enhance their competence level especially in supporting the psychological needs of their learners successfully. Attending any related seminars as well as enrolling in Post Graduate studies will help boost teachers' confidence and become globally competitive

to become positive implementers of a psychologically supported environment and for the learners to become successful and motivated on their academic endeavors. Research underscores the importance of meeting students' psychological needs for autonomy, competence, and relatedness to enhance motivation and academic performance. According to Deci and Ryan (2019), fulfilling these needs is critical for students' intrinsic motivation and well-being. Vansteenkiste *et al.* (2020) emphasize that when students feel autonomous, competent, and connected to others, they are more likely to engage in learning and perform better academically. Undoubtedly, Reeve (2018) also highlights that supporting students' psychological needs leads to more positive educational outcomes, including higher motivation, better classroom behavior, and improved academic achievement. Specifically, the variable Relatedness got the highest mean score of 3.40 (SD=0.58) interpreted as To a Great Extent. This means that the indicators of relatedness are practiced more than autonomy and competence. This suggests that teachers are successful in fostering a sense of relatedness, especially in ensuring that students feel connected, valued, and supported in the classroom. As noticed, the teacher support on relatedness indicates that teachers prioritize creating a supportive and inclusive classroom environment where students feel a strong sense of connection and belonging. This focus on relatedness is necessary for building trust and rapport, which can enhance learner' willingness to engage and participate in learning activities. However, the emphasis on relatedness over autonomy and competence suggests possible variance, highlighting an opportunity for teachers to also strengthen their practices in promoting pupil independence and skill development to provide a more holistic support system for learners. Indeed, when relatedness is met building a positive relationship towards your learners is possible with a teacher having a strong dedication and commitment on understanding and relating each other will be more successful if there is willingness on both the teachers and the learners. Supporting this finding, Wentzel (2018) argues that relatedness is a critical factor in students' motivation and academic success, fostering a sense of belonging and connection within the classroom. Similarly, Baumeister and Leary (2019) emphasize that feeling connected to others is a fundamental human need. When students' relatedness needs are met, they are more likely to engage in learning and perform well academically. Furthermore, Furrer and Skinner (2020) find that relatedness is strongly associated with students' emotional well-being and academic engagement. Meanwhile, the lowest variable is autonomy, with a mean of 3.26 (SD=0.60), interpreted as To a Great Extent. This means that teachers provide fewer opportunities for autonomy compared to relatedness and competence. This indicates more significant variability in how autonomy is supported, pointing to potential areas for improvement in providing students with more opportunities for choice and self-directed learning. As

noticed, the lower mean score for autonomy suggests that providing students with opportunities for choice and self-directed learning may not be as consistently prioritized in classrooms, which aligns with the challenges as a teacher, balancing curriculum demands with fostering student autonomy can be difficult, but its importance must be given emphasis in order to develop an independent, competent and holistic learners. The variability in supporting autonomy highlights the need to focus more strategies and professional development to help teachers effectively integrate autonomy-supportive practices into their teaching. Research highlights the need for greater emphasis on supporting autonomy in the classroom. As mentioned by Patall, Cooper, and Robinson (2018) that providing students with autonomy in their learning enhances their motivation and engagement. When students have the ability to make choices and take ownership of their education, they become more actively involved and committed to the learning process. In addition, Deci and Ryan (2019) that autonomy is a critical component of self-determination. When students are given opportunities to make choices and take ownership of their learning, they are more likely to be motivated and successful. Also, Labrador (2020) said that the scores of the teachers have a significant relationship with the psychological well-being based on autonomy. Higher salary and more privileges are offered to the teachers when they are promoted. On the other hand, teachers will develop self-worth and realize their value in a long way. It leads to higher level of confidence and empowerment, especially in dealing with their learners, which help them provide autonomy-supportive teaching practices, which give students more control over their learning, and increase engagement and higher academic achievement. By fostering a sense of ownership and self-motivation, these practices help students become more invested in their education and perform better academically.

Problem 4. Is there a Significant Relationship between the Respondents' Level of Competence and their Extent of Support on Learners' Psychological Needs?

Table 13 shows the test on the relationship between the respondents' level of teaching competence and their extent of support to the learners' psychological needs. The findings of the study showed that there is a significant relationship between all the variables of teachers' competence and support to the learners' psychological needs, as indicated in the p-values, which all have less than 0.05 levels of significance. Hence, the null hypothesis is rejected. The data suggests that the higher the level of the teachers' competence, the greater the extent of their support on the learners' psychological needs. Findings indicate a relationship between learners' psychological needs and teachers' competence, which goes beyond academic success to include social and emotional growth. Excellent teachers create classrooms that are safe, courteous, and where

Table 13: Test of Relationship between Respondents’ Level of Competence and their Extent of Support on Learners’ Psychological Needs

Support on Learners’ Psychological Needs				
Teacher Competence	Autonomy	Competence	Relatedness	Overall
	R-value	R-value	R-value	R-value
	P-value	P-value	P-value	P-value
Subject Matter	0.212	0.089	0.040	0.150
	.000	.015	.025	.000
	S	S	S	S
Teaching Method	0.281	0.058	0.007	0.182
	.000	.034	.011	.003
	S	S	S	S
Classroom Management	4.33	0.002	0.011	0.133
	.000	.000	.001	.032
	S	S	S	S
Overall	0.334	0.110	0.062	0.234
	.000	.016	0.000	.000
	S	S	S	S

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

students feel appreciated as individuals as well as learners. Competence in the subject matter is important, but so is the capacity to relate knowledge to learners’ experiences in order to pique their interest and encourage participation. Good teaching methods put an emphasis on teamwork, creativity, and a feeling of belonging, enabling students to take charge of their education. Learners can take chances and participate completely in well-managed classrooms because they offer structure and security. Effective teaching is characterized by support for autonomy, competence, and relatedness—the pillars of a supportive learning environment. These components embody the human connection that drives learning and go beyond simple pedagogical strategies. Thus, emphasizing training for the teachers must shift from a knowledge to a learner-centered approach where prioritizing learners’ psychological needs and the entire development of the child is highlighted. In addition, it enables the teacher to nurture and inspire, ensuring that every pupil feels seen, heard and supported, creating a more just and effective system in education. Furthermore, the study suggests that as teachers’ competence increases, so does their support for the psychological well-being of their students. This shows the importance of enhancing teachers’ skills and knowledge to better cater the psychological needs of learners in the classroom. As observed, when learners experience higher support on autonomy, competence and relatedness in their learning, teachers are more effective in these areas. Specifically, as teachers support the learners, they may also demonstrate greater competence in subject matter, employ varied teaching methods, and manage classrooms more effectively. Truly, when the teachers exhibit greater competence as well as support in the learners’ psychological needs, the learners will

perform better, especially when it comes on their academic endeavors. Research supports the importance of autonomy in educational settings. For instance, a study by Ryan and Deci (2020) highlights that autonomy-supportive teaching practices can enhance students’ motivation and engagement, which in turn may positively impact teacher effectiveness in various domains. Similarly, Taylor *et al.* (2019) found that autonomy in learning environments contributes to improved teaching methods and classroom management, as teachers are more likely to adapt their practices to support student independence. Indeed, Jang *et al.* (2021) emphasize that autonomy-supportive environments foster a better understanding of the subject matter, as students are encouraged to explore and engage with the content more deeply. Previous research aligns with these findings, suggesting that the relationship between psychological needs and teacher competence is complex. Still, Vansteenkiste *et al.* (2019) found that relatedness, or the sense of connection and belonging, plays a significant role in student outcomes like engagement and well-being. Their research suggests that when students feel connected to their peers and teachers, they are more likely to be motivated and involved in their learning. However, relatedness has a stronger influence on students’ experiences rather than directly affecting teacher performance. In Chiu’s study (2021), it was found that learners have three fundamental psychological needs: autonomy, competence, and relatedness, which influence their actions. Meeting these needs leads to greater psychological well-being, while unmet needs can result in feelings of fragmentation and isolation. When educational approaches effectively address these psychological needs, students are more motivated to participate in learning activities. Classrooms that

prioritize these needs are more likely to engage students effectively in the learning process. Overall, understanding and catering to these psychological needs can significantly impact student engagement and well-being in educational settings. As Gallegos *et al.* (2019) said, basic psychological needs such as autonomy, competence, and relatedness are fundamental for psychological well-being; these are essential for optimal development and overall well-being in our daily lives. When individuals' autonomy is respected, they feel empowered to determine their actions, while a sense of competence allows them to control outcomes and experience effectiveness. Additionally, fostering positive relationships with others contributes to a sense of belonging and acceptance. However, the satisfaction of these three Basic Psychological Needs enhances learning in PE class when adequate motivation is given to students, fostering academic commitment during the learning process. Skaalvik and Skaalvik (2019) point out the significance of teacher competence in addressing students' psychological needs within an educational environment. Teachers with the required abilities, knowledge, and skills are able to establish a nurturing learning atmosphere that enhances students' psychological well-being. This, in turn, contributes to their holistic development and academic success. The emphasis is on how teacher competence positively impacts students' psychological needs and educational outcomes. This supports the study

of Ahn and Hwang (2020), which examined how teacher competence in classroom management, subject matter, and teaching methods influences the emotional well-being of elementary students. The research indicates that students' emotional well-being is enhanced when teachers exhibit higher levels of competence. Effective teaching strategies positively impact students' psychological needs, underscoring the importance of addressing these needs alongside academic content in response to evolving societal and technological changes. Teaching goes beyond knowledge transfer; it involves fostering an environment that nurtures students' academic and psychological growth. Similarly, Junayon (2022) emphasized that continuous professional practices in improving teaching and learning processes are significant. Varied educational reforms, rapid transformations of technological advances, increased diversity of the classroom setup, and the need for inventive teaching are the results of continued learning. It is evident that when the teacher participates in related trainings and workshops that focus on improving teachers' competence in order to address the gaps and difficulties of the learners.

Problem 5. Is there a Significant Difference in the Respondents' Extent of Support on Learners' Psychological Needs When Grouped According to their Characteristics?

Table 14: Test of Significant Difference in the Respondents' Extent of Support on the Psychological Needs when Grouped According to their Characteristics

Support on Learners' Psychological Needs				
Respondents' Characteristics	Autonomy	Competence	Relatedness	Overall Measure on Support for Learners' Psychological Needs
	F/T-value	F/T-value	F/T-value	F/T-value
	P-value	P-value	P-value	P-value
Highest Educational Attainment	7.73	7.54	6.79	9.78
	.000	.000	.000	.000
	S	S	S	S
Teaching Experience	0.188	7.236	2.159	1.328
	.000	.000	.000	.000
	S	S	S	S
Position	4.33	3.33	4.63	4.77
	.012	.031	.009	.009
	S	S	S	S

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

Table 14 presents the findings of a statistical analysis that shows significant differences in the respondents' support of their psychological needs according to their characteristics such as educational attainment, teaching experience and position. When respondents were grouped based on their unique characteristics, the p-values for each variable were found to be less than 0.05, implying that these differences are statistically significant, thus null hypothesis is rejected. The data shows that responses of the respondents to the questions

about the support on learners' psychological needs may influenced according to its characteristics. In order to enhance learners' learning experiences and outcomes, it is important to understand these differences in order to develop more focused and successful educational interventions that meet each learners' individual needs. Further, this research highlights some patterns in how respondents' characteristics influence their support for learners' psychological needs—specifically, autonomy, competence, and relatedness. For instance, teachers

with higher educational attainment or more years of experience with higher teaching positions tend to offer different levels of support, which may stem from varied training, teaching styles, or the wisdom gained through their experiences. This calls for targeted interventions: newer teachers might benefit from training focused on fostering student autonomy, while seasoned educators could gain from workshops that enhance their ability to support learners' sense of belonging and relatedness. Moreover, this research underscores the important relationship between teachers' characteristics and the quality of support provided for learners' psychological well-being. Understanding these dynamics is crucial for enhancing educational practices and ensuring that all students receive the support they need to thrive. As perceived, the results emphasized the need for individualized interventions for a reason that every learner has individual differences that must be addressed according to their needs and interests meaningfully. Understanding and addressing the differences between the support on the learners' psychological needs when the respondents' characteristics in terms of educational attainment, teaching experience and position is considered, can lead to more effective support and essential strategies that sustain the diversity of the learners. Significantly, it will enhance learners' psychological needs in terms of autonomy, competence and relatedness. Truly the results will contribute to the development of more inclusive and important educational practices that promote learners' success and well-being. Recent studies support the relationship between educational attainment and teaching effectiveness. For instance, Darling-Hammond, Hyler and Gardner (2018) found that advanced-graded teachers promote student learning and competence more effectively due to their enhanced instructional strategies and expertise. Teachers with higher degrees often demonstrate a deeper understanding of relational dynamics in the classroom, contributing to a more supportive learning environment. Like, Goe *et al.* (2018) reported that teachers with higher educational qualifications are better at differentiating instruction to meet diverse student needs, which is crucial for fostering a sense of competence. In addition, the research by Johnson *et al.* (2020) suggests that advanced education enhances teachers' content knowledge and improves their ability to create supportive learning environments where students feel confident and capable. Skaalvik and Skaalvik (2019) found that teachers with higher education levels are more likely to implement autonomy-supportive practices as they have a deeper understanding of pedagogical theories that emphasize the importance of student agency. However, Guay *et al.* (2020) argue that teachers with higher qualifications are better equipped to create learning environments that promote autonomy as they are more familiar with contemporary educational practices that encourage self-directed learning. The significance of educational attainment in fostering relatedness aligns with existing research that underscores the impact of

advanced education on teaching efficacy. In addition, Opfer and Pedder (2019) found that teachers who engage in advanced studies are better equipped to integrate social-emotional learning into their pedagogy, enhancing students' sense of belonging and connection. Hargreaves and Fullan (2020) discuss how continuous professional development and higher education empower teachers to cultivate solid and supportive student relationships, ultimately leading to better educational outcomes. On the other hand, Borman and Dowling (2020) emphasize that ongoing professional growth and advancement are crucial for teachers to develop and maintain supportive and effective learning environments. As teachers enhance their skills and knowledge through professional development, they become better equipped to address diverse student needs and implement effective teaching strategies. This continual improvement directly impacts their ability to create engaging and productive classroom settings, ultimately benefiting student learning outcomes. Recent research supports the importance of teaching experience in promoting student competence. For instance, Blazar (2018) found that experienced teachers are more effective in fostering students' academic skills and self-efficacy due to their refined instructional practices and ability to provide meaningful feedback. A study by Kraft and Papay (2020) indicated that teacher experience is strongly linked to improved student outcomes, as seasoned educators are better at identifying and addressing individual student needs. Klassen and Tze (2019) reported that experienced teachers excel at creating supportive learning environments due to their advanced pedagogical knowledge and strong classroom management skills. Their expertise allows them to effectively address diverse student needs and foster a positive, engaging classroom atmosphere. This proficiency in managing and guiding students contributes significantly to enhancing student competence and overall learning outcomes. For instance, Blazar (2018) found that experienced teachers are more effective in fostering students' academic skills and self-efficacy due to their refined instructional practices and ability to provide meaningful feedback. In line with this, Wubbels *et al.* (2019) found that while experienced teachers often excel in classroom management, their ability to build meaningful student relationships is equally strong among less experienced teachers prioritizing relational pedagogy. In a similar finding, Riley (2020) discusses how professional learning communities can enhance relatedness among students, irrespective of individual teachers' experience levels. The relationship between teachers' positions and the level of autonomy they provide is corroborated by several studies. As specified by Liu and Onwuegbuzie (2020) that teachers in leadership roles or higher positions often adopt more autonomy-supportive teaching practices, as their experience and expertise allow them to facilitate student independence more effectively. Another point to consider by Scherer *et al.* (2021) noted that teachers with greater professional responsibilities are more likely to empower students through autonomy as

they possess a deeper understanding of student-centered teaching methodologies.

CONCLUSION

The following conclusions are hereby drawn for the study: The study emphasizes the significant role that teachers' competence plays in meeting and nurturing the psychological needs of learners. Competent teachers not only possess a deep understanding of their subject matter but also employ effective strategies that foster student engagement, resilience, and mental well-being. By recognizing and addressing the psychological needs of their students, these educators create a sense of relatedness and belonging, which is essential for holistic development. This approach not only enhances academic performance but also cultivates a supportive learning environment where students feel valued, understood, and appreciated. Moreover, prioritizing teacher competence is crucial for establishing an educational atmosphere that promotes the psychological welfare of learners, ultimately leading to their success and productivity. The characteristics of competent teachers significantly influence their ability to support students' psychological needs, demonstrating that effective teaching goes beyond mere knowledge transfer; it involves building meaningful connections and fostering a nurturing environment. In essence, when teachers are equipped to address the emotional and psychological dimensions of learning, they empower students to thrive both academically and personally.

Recommendation

On the basis of the results of the study the following are recommended:

1. School administrators and other educational institutions of higher learning should place significant emphasis on professional development initiatives that aim to improve teachers' competence in areas such as teaching methods and psychological needs awareness in terms of autonomy. This will include giving relevant training, workshops and empowering privileges to access advanced degree programs.

2. Experienced teachers should establish mentorship initiatives so that they can mentor newly hired teachers. By doing so, a collaborative learning environment, best practices, and strategies will be empowered teaching methods and shared to effectively support learners' psychological needs.

3. Teachers should adopt more classroom activities that will effectively promote autonomy among the learners for them to develop independent learning. Learners may also be given tasks that will help them develop and appreciate their responsibility as they grow into more independent individuals.

4. Teachers and learners should collaborate in designing and planning classroom activities that will improve the teachers' competence and will give the learners opportunities to explore and enhance their psychological

needs.

5. School administrators should implement regular assessments on the performance of the teachers to monitor the progress in teachers' competence as well as support meeting the psychological needs of the learners regularly.

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