

Motivation and Pedagogical Competence of Teachers in Select District Schools in Misamis Oriental

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ABSTRACT: Motivation and Pedagogical Competence of Teachers are essential factors that influence teachers' effort, engagement, and overall effectiveness in promoting student learning and achievement. This study aimed to determine the level of motivation and pedagogical competence among public elementary school teachers in Misamis Oriental for the School Year 2024–2025. Specifically, it sought to assess the level of teacher motivation; determine the level of pedagogical competence; and determine the relationship between the two variables. The respondents of the study were 150 public elementary school teachers from the Villanueva District. A descriptive-correlational research design was utilized, employing purposive sampling. Data were gathered using a validated researcher-made questionnaire designed to measure teacher motivation and pedagogical competence. Descriptive statistics, such as frequency, mean, and standard deviation, were used to describe the data, while the Pearson Product-Moment Correlation Coefficient was used to assess the relationship between variables. Findings revealed that teachers exhibited high levels of motivation, with intrinsic motivation as the strongest motivation. They also demonstrated strong pedagogical competence, particularly in creating supportive and safe learning environments. Furthermore, a significant positive relationship was found between motivation and pedagogical competence, with identified regulation emerging as the strongest predictor of teaching effectiveness. It is concluded that cultivating intrinsic motivation enhances teachers' pedagogical competence and overall instructional quality. It is recommended that schools continue to implement mentorship and coaching programs to sustain teacher motivation and support continuous professional growth.

KEYWORDS: teacher motivation, pedagogical competence

INTRODUCTION

Background of the Study

Motivation and pedagogical competency are two crucial elements that significantly impact the quality of teaching and learning. In elementary education, when educators engage with young learners who have varied standards, these characteristics become even more important. Motivation inspires educators to enhance their methodologies, whereas pedagogical competence provides them with the skills necessary for efficient classroom management and the establishment of supportive learning environments. The interplay of these two characteristics directly influences student engagement and learning outcomes.

Teachers in the public schools of Villanueva District, Division of Misamis Oriental, face persistent challenges, including significant class numbers, insufficient instructional resources, and continuous curriculum changes. These characteristics may impact their motivation and pedagogical proficiency, thus affecting the quality of education. When desire decreases and competency is limited, students may find it challenging to maintain engagement and attain academic achievement. It highlights the need to study the relationship between motivation and educational ability within the local environment.

Numerous studies have emphasized the significance of teacher motivation in enhancing instructional efficacy and student learning outcomes. Ortega and Sumayo (2024) discovered that increased intrinsic motivation corresponds with positive teaching outcomes, but Dorji (2024) highlighted that motivation is influenced by professional development opportunities, salary, workload, and school environment. Pekrun (2021) elucidated that teacher motivation, emotions, and self-regulation are essential for effective education; nevertheless, Bardach and Klassen (2021) observed that data regarding their direct impact on student outcomes is

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inconsistent. Notwithstanding these differences, numerous studies indicate that motivated educators exhibit greater resilience, enhanced dedication, and foster superior learning environments for their students.

Pedagogical competency has been extensively examined as a determinant of educational quality. Desmita et al. (2021) and Purnama et al. (2021) characterized pedagogical competence as the educator's capacity to comprehend learner attributes, formulate effective instructional strategies, and implement suitable teaching methodologies. Amaliah et al. (2024) and Mariscal et al. (2023) emphasized that educators frequently have difficulties in developing these competences owing to inadequate training and the necessity of using digital technology in their teaching practices. Montilla et al. (2023) established a correlation between teachers' digital pedagogical competency and students' academic motivation and performance, especially in physical education, but Nurhafizah et al. (2021) discovered no significant relationship between pedagogical competence and mathematical accomplishment. The conflicting outcomes suggest that the influence of competence may differ among disciplines and situations, while its significance in overall teaching efficacy is unequivocal.

In the Villanueva District, numerous educators exhibit perseverance and commitment despite the limitations of their working conditions. Their motivation is evident in their commitment to teaching, while their skill is demonstrated by their innovative modification of methods to accommodate student needs. Identifying these qualities while facing current obstacles is essential. Ongoing and focused professional development initiatives can prolong teacher motivation, enhance pedagogical proficiency, and eventually improve the quality of education within the district.

Hence, this study aims to investigate the relationship between teacher motivation and pedagogical competency in the public schools of Villanueva District. Understanding this relationship will provide significant insights for educational leaders and policymakers in formulating initiatives that enhance teacher performance and improve educational results.

Literature and Related Studies

Teacher's Motivation

Motivation is the driving force behind teachers' engagement in their professional responsibilities, influencing their teaching effectiveness and overall job satisfaction. This framework categorizes motivation along a continuum of self-determination, ranging from intrinsic motivation, where teachers find joy and fulfillment in their work, to amotivation, where they experience disengagement and a lack of purpose. In between these extremes are identified regulation, where teachers recognize the importance of their tasks; introjected regulation, where internal pressures such as guilt or obligation drive their actions; and external regulation, where motivation stems from external rewards or consequences. These are discussed in various studies (Akunne et al., 2023; Farida, 2021; Gorozidis et al., 2021), which utilize the Work Tasks Motivation Scale for Teachers as the tool in determining the levels of motivation of teachers. Understanding these varying levels of motivation is essential in identifying factors that enhance or hinder teacher performance. These studies tried to examine how these motivational types influence teaching effectiveness, job commitment, and student learning outcomes, providing insights that can inform teacher development programs and policy improvements within the education system.

According to Corpuz et al. (2023), teacher motivation and teaching styles are critical factors that significantly influence educational outcomes. In their descriptive correlational study involving 200 public elementary and secondary school teachers from the Claveria District of Misamis Oriental, they assessed the levels of teacher motivation and the consistency of their teaching styles. Results indicated that teachers exhibited very high levels of motivation and consistently applied their preferred teaching styles in the classroom. One key finding was that teaching style had a substantial impact on the teachers' fulfillment of their existence, relatedness, and growth needs, as framed by motivation theories.

Furthermore, the study revealed a positive correlation between teacher motivation and various demographic characteristics of the respondents. The researchers concluded that educators who emphasize relatedness and adopt an authoritative teaching style are more effective in establishing supportive and productive learning environments. These findings underscore the importance of nurturing specific teaching behaviors and motivational drivers to enhance both teacher performance and student outcomes.

A study by Hung (2020) highlights that motivated teachers are more engaged in their work, actively exploring innovative teaching methods and striving for excellence in their instructional practices. Key intrinsic factors, such as a sense of achievement, responsibility, and opportunities for professional growth, significantly boost teaching performance. Extrinsic factors like salary, job security, and working conditions play a vital role in maintaining teachers' commitment to their roles. This suggests that professional development opportunities, including training and workshops, further enhance teachers' motivation, resulting in improved teaching outcomes. On the other hand, challenges such as large class sizes, frequent evaluations, and a lack of feedback can diminish motivation and adversely affect teaching effectiveness. These insights emphasize the strong link between teachers'

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motivation and teaching success, highlighting the importance of educational institutions adopting strategies that promote both intrinsic and extrinsic motivation to ensure quality education.

Intrinsic Motivation

Research based on Self-Determination Theory shows that students benefit greatly from intrinsic motivation. However, for students to be genuinely motivated, teachers themselves must also be intrinsically motivated in their work. Studies exploring the factors that positively influence intrinsic (or self-determined) motivation in teachers and teacher candidates suggest that when teachers are intrinsically motivated, their teaching effectiveness, job satisfaction, and commitment to the profession significantly improve. This, in turn, supports ongoing professional development, reduces burnout, and leads to more engaging and effective teaching practices. Intrinsic motivation is more likely to develop and be sustained when teachers feel that their core psychological needs, autonomy, competence, and relatedness, are being met (Uysal, 2023).

Intrinsic motivation promotes engagement in educational activities for personal satisfaction and growth, which is essential for both academic achievement and character development. The study by Merdiaty and Sulistiasih (2024) explores the role of teachers as mediators in fostering students' intrinsic motivation, a crucial driver of independent and sustained learning. The findings indicate that teachers play a significant role in enhancing intrinsic motivation by serving as both mediators and motivators. Strategies such as aligning teaching methods with students' interests, offering emotional and academic support, and cultivating an engaging classroom environment were found to encourage active participation.

The study by Bukhari et al. (2021) highlights the key factors influencing the intrinsic motivation of teachers. It reveals that while individual factors, such as gender, qualifications, and experience, do play a role, the work environment is the most significant determinant of intrinsic motivation. Among the environmental factors, interpersonal relationships were found to be the strongest motivator, followed by administrative support, working conditions, promotion opportunities, colleagues' support, and salary. Additionally, teachers with 6 to 10 years of experience, lower qualifications, and females were found to exhibit higher levels of intrinsic motivation. The findings suggest that school administrations should prioritize strategies that meet teachers' needs, especially for mid-career teachers and those with higher qualifications, to foster a motivating and supportive work environment.

Identified Regulation

Identified regulation is a form of extrinsic motivation where teachers engage in professional learning because they have internalized the value of the activity, seeing it as meaningful and aligned with their personal goals. Unlike external regulation, which is driven by external rewards or punishment, identified regulation reflects a self-determined motivation where the teacher participates because they recognize the activity's importance for their growth and development. This form of motivation is considered part of autonomous motivation, and it is linked to positive outcomes, as teachers are driven by personal values and meaningful objectives rather than external pressures (Zhang et al., 2021).

The study by Guay (2021) explains that identified regulation is a type of autonomous extrinsic motivation. It occurs when individuals recognize and personally identify with the reasons for engaging in a behavior, finding it important or meaningful. Although it is extrinsic, identified regulation is still self-determined because the behavior originates from the individual's values and goals, rather than external pressures or rewards. For example, a teacher might not be intrinsically passionate about a specific teaching method, but they recognize its importance for improving student outcomes or achieving professional growth. Identified regulation in teachers is associated with positive outcomes, such as increased engagement and sustained effort, because the motivation is personally meaningful and aligned with their educational goals. This type of motivation reflects a higher level of self-determination, leading to more autonomous involvement in professional learning activities, which is linked to better teaching practices and improved student success.

Meanwhile, Manninen et al. (2022) found that Self-Determination theory based instruction had a positive effect on identified regulation, meaning that participants who received Self-Determination theory based interventions were more likely to engage in physical activity because they identified with the importance of the activity, recognizing its personal value or relevance. This suggests that Self-Determination theory based interventions can help participants internalize the value of the activity, aligning it with their personal goals and motivations. Identified regulation is considered an autonomous form of extrinsic motivation, and this result indicates that interventions can effectively foster motivation driven by personal values and long-term goals in the context of organized physical activity.

Introjected Regulation

The study by Proudfoot (2021) explores how introjected regulation influences teachers' motivations for professional development. The findings suggest that introjected regulation is a significant but complex motivator for teachers' professional growth. This type of motivation, driven by internal pressures such as the desire to meet external expectations or avoid feelings of

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guilt, plays a prominent role in the performative environment many teachers operate within. The study highlights the contemporary relevance of these findings, as introjected regulation remains a key factor influencing teacher motivation in the current educational landscape.

Moreover, Bieg et al. (2024) examine introjected regulation within Self-Determination Theory (SDT), highlighting its role in motivation driven by internal approval (self-approval) or external approval (approval from others). It differentiates between positive introjected regulation, motivated by pride and personal values, and negative introjected regulation, driven by guilt or shame. The study proposes a four-dimensional model of introjected regulation, positive introjection, negative introjection, self-approval, and approval from others, and finds that this model better fits the data compared to simpler models. It also shows that negative introjected regulation and seeking approval from others are negatively associated with subjective vitality, suggesting that these forms of motivation may lower well-being and energy. The findings emphasize the need to distinguish between different types of introjected regulation for a more comprehensive understanding of motivation and its effects on well-being.

Extrinsic Motivation

A study examines the role of extrinsic motivation in enhancing quality education, focusing on how teachers' motivation contributes to educational outcomes. Recognizing the critical role of teachers in achieving quality education, the research investigates teachers' perceptions of extrinsic motivation and identifies effective ways to motivate them. Murwanashyaka et al. (2024) found that extrinsically motivated teachers are more punctual, well-prepared, disciplined, and engaged in professional activities, all of which contribute to better educational quality. The study identifies three main motivators for teachers: a conducive working environment, salary and allowances, and positive student outcomes.

Moreover, there is a critical role of extrinsic motivation in enhancing teacher performance. The findings reveal that while intrinsic motivation (internal factors like personal satisfaction) has little impact on teacher performance, extrinsic motivation, such as rewards, recognition, and financial incentives, has a strong and positive effect. Specifically, the study highlights that the total basic salary package is the most impactful extrinsic motivator for teachers, indicating that financial rewards and incentives significantly influence their effectiveness in the classroom (Olushola & Adewumi, 2021). The study suggests that to achieve robust teacher performance, it is essential to focus on extrinsic motivational strategies, especially improving salary and benefits, to encourage better outcomes in teaching and learning.

Furthermore, there is a significant role of extrinsic motivation in shaping teachers' performance and job satisfaction. It identifies 15 extrinsic motivators, including factors such as financial incentives, recognition, and support from administration, that encourage teachers to remain engaged and motivated in their work. However, the study also identifies 32 extrinsic demotivators, such as poor school physical environments, administrative bureaucracy, weak incentives, and the routine of governmental organizations, which act as external barriers that decrease teachers' motivation (Mdookh & Yildirim, 2022). The findings indicate that extrinsic factors, particularly those related to school conditions and institutional support, have a stronger influence on demotivating teachers than on motivating them. The study emphasizes the need for improving external conditions, such as better financial rewards and a supportive administrative environment.

Amotivation

The study by Masood et al. (2021) examines the impact of amotivation, the lack of motivation, on significant work behaviors such as workplace deviance and turnover intentions, which are often linked to negative outcomes like emotional exhaustion and burnout. Despite the importance of amotivation, previous organizational behavior research has not focused on its role in influencing work-related behaviors. The study aims to explore how amotivation influences these behaviors and whether certain factors can lessen this impact. The findings show that amotivation acts as an antecedent to both workplace deviance and turnover intentions, meaning that a lack of motivation can lead to negative behaviors like deviating from expected conduct and intending to leave the organization. The study also reveals that this relationship can be weakened by proactive job crafting and high career outcome expectations, suggesting that employees who actively shape their work environment or have positive career outlooks are less likely to engage in deviant behaviors or consider leaving.

Moreover, a significant impact of amotivation, or the lack of motivation, on success and retention in various contexts. Amotivation was found to have a negative relationship with important outcomes such as performance, fit with the environment, and overall adjustment. It also revealed that amotivation predicts poorer performance and lower alignment with goals, which in turn affects long-term outcomes, such as retention or continued participation (Norvilitis et al., 2022). These findings suggest that addressing amotivation is crucial for improving overall success and long-term engagement. The results highlight the importance of identifying and reducing amotivation to enhance performance and retention in any setting. Furthermore, Banerjee and Halder (2021) emphasizes the role of amotivation, or the lack of motivation, specifically examining how teacher support impacts this

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phenomenon. It finds that teacher autonomy support, structure, and relatedness support all contribute to reducing amotivation, with teacher structure having the most significant influence.

The study highlights that addressing amotivation is just as important as enhancing motivation, suggesting that when teachers provide adequate support in terms of autonomy, clear structure, and emotional connection, they can reduce students' amotivation. This underscores the need for teacher training to equip educators with the skills to create supportive learning environments that minimize amotivation and foster engagement in students.

Teachers' Pedagogical Competence

Enhancing the pedagogical competence of teachers is crucial in addressing gaps in theoretical, practical, and methodological aspects of teaching. Strong psychological and pedagogical abilities are just as important for effective teaching in education as subject-matter competence. The development of these competencies, especially in the areas of professional motivation and innovation readiness, presents difficulties for many educators. Because education is a dynamic field, it is essential that teachers get ongoing professional development to provide them with the tools they need to adjust to changing teaching philosophies and techniques (Lukiianchuk et al., 2021).

A study by Corpuz et al. (2021) investigated the relationship between teacher self-efficacy and their instructional practices in delivering 21st-century skills. Focusing on 205 Senior High School teachers from private schools in Cagayan de Oro City, the researchers used a descriptive correlational approach to analyze data collected through a survey questionnaire. The findings revealed that while a teacher's highest educational qualification had a significant effect on their teaching practices, demographic factors such as age, sex, and teaching experience did not. The study also concluded that teachers demonstrated a very high level of self-efficacy, particularly in fostering collaboration skills, and this self-efficacy had a significant impact on their teaching practices. While teachers highly emphasized communicating high expectations, the study identified that student-teacher contact was the practice most in need of improvement. The research highlights the critical need for schools to provide targeted professional development to help teachers enhance specific 21st-century skills, ultimately improving student engagement and educational outcomes.

Social Regard for Learning

Social Regard for learning emphasizes the role of teachers as positive role models and key facilitators in the learning process. It underscores the importance of teachers' actions, statements, and interactions with students, all of which contribute to creating an environment that supports student growth. Teachers with a deep understanding of how students learn can effectively guide and inspire them, fostering an atmosphere where learning is valued and nurtured. This concept highlights the significant impact teachers have on students' motivation and knowledge acquisition, demonstrating that their influence extends beyond teaching content to shaping students' attitudes toward learning and society (Serrano & Dela Cruz, 2022).

The study by Maaño (2024) emphasizes the significance of Social Regard for Learning, highlighting the role of teachers and school heads in fostering a positive and respectful learning environment. Both groups were assessed as competent, with teachers being rated as highly competent in areas such as respecting others and being mindful of their behavior's impact on students. This suggests that teachers not only follow school policies but also serve as effective role models, demonstrating care and respect in their interactions. The findings align with the Department of Education's view that teachers with high social regard for learning contribute to a productive learning atmosphere, shaping student development through their actions and communication.

Similarly, the findings by Sappayani (2021) on Social Regard for Learning suggest that teachers in the study demonstrate a strong sense of responsibility, respect, and professionalism in their interactions with students and colleagues. The high ratings in areas such as punctuality, appearance, and being mindful of their conduct's impact on learners highlight the teachers' commitment to maintaining a positive and respectful learning environment. The slightly lower rating for "Carrying out school procedures and policies" indicates room for improvement in this specific area, but overall, the teachers are highly competent in embodying the principles of social regard for learning. With an overall rating of 3.59 and a percentage of 89.35%, the results reflect that these teachers meet the expectations for social regard and contribute to fostering a supportive, respectful atmosphere that enhances student learning.

Learning Environment

Cambay and Paglinawan (2024) emphasized the critical role of the learning environment in promoting student engagement. Their study at San Nicolas National High School examined how classroom management strategies and the overall school environment influence students' active participation. The findings revealed that well-structured classroom activities, clear behavioral expectations, and supportive social and academic settings significantly enhance student involvement. In particular, the

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study highlighted that interactive teaching methods and a positive school climate foster greater engagement and motivation among learners. These results suggest that creating a supportive and well-organized learning environment is essential for encouraging students to actively participate in classroom activities. This aligns with the broader understanding that the quality of the learning environment directly affects students' academic performance and overall school experience.

Teachers' competency plays a role in relation to the learning environment and how it directly affects teacher performance and the quality of education. Teachers' abilities to manage and utilize the learning environment, along with their overall competence, are crucial for achieving effective teaching outcomes (Mulang, 2021). His research found that improving teacher competence, motivation, and the learning environment collectively enhances teacher performance, which in turn positively influences student achievement and education quality. This indicates that teacher competency in creating a conducive learning environment is vital for fostering better student outcomes. In essence, teachers need to be skilled not only in their subject matter but also in adapting the learning space to optimize student learning, as this competence is directly linked to the overall effectiveness of education.

However, a study highlights that teachers' competency in evaluation is closely tied to their ability to create and adapt a learning environment that supports effective teaching and learning outcomes. As part of the Merdeka Belajar (Freedom of Learning) concept, teachers are given the freedom to design engaging and independent learning programs, but their success in achieving learning objectives depends on their competence to evaluate those programs effectively. Evaluation is not just about assessing student performance; it involves understanding the learning environment, planning, designing, and implementing strategies that align with the students' needs and goals. Teachers must be skilled in adapting the learning environment based on evaluation results, which includes data processing, reporting, and making adjustments to improve it (Sutrisno et al., 2022).

Diversity of Learners

The study by Dacanay (2022) addresses the learners diversity as an area where teachers feel they have room for improvement. While teachers may excel in managing the overall learning environment, they often report being less proficient in effectively responding to the diverse needs of students. This diversity can include differences in learning styles, abilities, backgrounds, and other factors that influence how students engage with the content. Teachers recognize the importance of adapting their teaching methods to accommodate these differences but acknowledge that they need further development in this area. As a result, ongoing professional growth and support are essential to help educators improve their ability to manage learner diversity and create an inclusive learning environment where all students can thrive.

However, the diversity of learners is a core element in teachers' beliefs and self-efficacy in inclusive teaching. Teachers recognize and hold professional beliefs about various aspects of student diversity, including ethnicity, disability, socioeconomic status (SES), and gender and sexuality, which shape their approach to teaching in diverse classrooms. They also feel a strong responsibility to the educational field to create inclusive environments, with a focus on policies and initiatives that specifically support ethnic minority students and students with disabilities (Vantieghem et al., 2023). This emphasizes that teachers' self-efficacy in addressing diversity is reflected in their ability to recognize and respond to students' diverse needs, promote high-quality student interactions, create engaging learning environments, and collaborate effectively with colleagues and parents.

Furthermore, Lakkala and Kyrö-Ämmälä (2021) reveal that the diversity of learners is a central consideration in the implementation of Universal Design for Learning, as teachers in heterogeneous classrooms must address the varied needs of their students. The research emphasizes that teachers need specific cognitive and social skills to adapt their teaching strategies to meet the diverse needs of learners. Given that the students in the study were highly heterogeneous, teachers had to collaborate with other professionals and engage with parents to ensure that all students received the support they needed. Additionally, the teachers' personal values, beliefs, and ethics were essential in creating an inclusive learning environment that values diversity.

Curriculum

The concept of teacher curriculum competence was introduced by Tran and O'Connor (2023), which combines theoretical or formal knowledge with personal, practical knowledge and orientations regarding the curriculum. Teacher curriculum competence involves how teachers interpret and prioritize the curriculum, deciding when and how to introduce specific concepts or skills based on the needs of their students. The study also argues that the process of engaging with the curriculum helps shape and develop teachers' knowledge and orientations. The study is significant as it contributes to conceptualizing teacher curriculum competence in the context of centralized curriculum systems, such as nationally mandated curricula.

Moreover, the study by Ruaya et al. (2022) posits that teacher competency is a critical factor in the successful implementation of the Independent Curriculum. Teachers play an essential role in achieving the educational goals set by the curriculum, and their ability to adapt and apply the curriculum effectively is key. The research highlights that teachers must possess the necessary skills and knowledge to guide, motivate, and teach students in ways that meet both the demands of the curriculum

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and the needs of the Industrial Revolution 4.0. As professional educators, teachers are expected to adjust their teaching practices to align with the evolving educational landscape, requiring them to have strong competency in curriculum implementation. This includes not only understanding the curriculum but also being able to adapt it to their students' needs and the broader educational context.

Furthermore, teacher competency is essential for the successful implementation of any curriculum. Teachers are expected to employ diverse teaching methods that align with modern, student-centered approaches. However, many teachers face challenges in mastering these methods, which can hinder the effectiveness of the curriculum. The research highlights the importance of professional development and training programs to enhance teachers' skills and competencies, particularly in adapting to new teaching strategies. This underscores that teachers' ability to effectively implement the curriculum is directly linked to their ongoing professional growth and the support they receive through training (Prasetyono et al., 2021).

Planning, Assessing and Reporting

Teachers' competency in terms of planning, assessing, and reporting needs improvement, particularly in the area of assessment and reporting, which received the lowest overall mean among the five domains of the Philippine Professional Standards for Teachers. Challenges identified include low parental involvement, such as poor attendance in meetings and home visitations, and the lack of effective communication platforms between parents and teachers. These issues hinder accurate and meaningful assessment and reporting of student progress. While teachers are actively involved in various related activities, as seen in the high score for Plus Factors (Soreta, 2021). The study suggests a need for targeted support and development programs to strengthen their skills in planning lessons, assessing student performance, and reporting outcomes effectively. The proposed E-C PATHS program aims to address these gaps and enhance teacher competency in these critical areas.

However, teachers demonstrate strong competency in planning and assessing student learning. They effectively follow guidelines in preparing lesson plans, curricula, learning materials, and assessment tools. Teachers base their instruction on a deep understanding of subject content and apply scientific thinking relevant to the topics taught. In terms of assessment, teachers measure student performance based on clearly defined learning objectives and conduct various evaluations, including tests on knowledge, skills, and attitudes, after each subject (Barokah et al., 2024). While reporting is not explicitly discussed, the focus on systematic assessment aligned with learning goals implies that teachers are also capable of generating accurate and meaningful reports based on students' performance. Overall, the study presents teachers as competent in the areas of planning, assessing, and indirectly, reporting, which supports the enhancement of educational quality.

Furthermore, teachers demonstrate a moderately high level of competency in assessment and reporting, based on the standards set by the Philippine Professional Standards for Teachers (PPST). While they are generally capable in these areas, the findings also show that competency levels vary depending on teachers' educational attainment and employment status, suggesting room for improvement. To enhance their skills in planning, assessing, and reporting, the study recommends that teachers participate in ongoing professional development. This continued learning is essential to help teachers improve their instructional practices and become more effective in managing student learning outcomes (Manigbas & De Luna, 2024).

Community Linkages

Teachers play a vital role in strengthening school-community linkages, serving as key facilitators in identifying and addressing issues among students, parents, and the school. Most teachers perceive existing linkages as very effective, but acknowledge the need for stronger coordination with community leaders to enhance educational outcomes. Teachers are instrumental in planning and implementing programs that benefit both learners and the wider community, reinforcing the idea that successful students contribute to community development. Their active involvement is essential for fostering meaningful and sustained partnerships between the school and its stakeholders (Basibas et al., 2021).

Furthermore, the study by Upadhyay and Aleixo (2023) explores a collaborative initiative where teachers and community members, primarily parents, worked together to reshape the teaching and learning experience for students. Unlike traditional top-down approaches, the community members actively influenced the selection of topics and the design of classroom activities, ensuring that lessons were relevant to local contexts and community well-being. The findings revealed that when communities initiate partnerships with teachers, it leads to more meaningful and socially grounded science instruction. Teachers were not only responsive to community input but also demonstrated agency by creating spaces within the classroom that encouraged critical thinking and awareness of social issues, a process referred to as developing students' critical consciousness.

However, the study by Starrett et al. (2020) investigates how teachers' proximity to their schools and their social connection to rural communities impact the implementation of place-based education and student-teacher relationships in math and science classrooms. The research reveals a key contrast: "homegrown" teachers, those who live and grew up in the local community, excel in building strong student-teacher relationships, likely due to deeper cultural and social ties. Yet, teachers with

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weaker community ties, often commuters, were more effective in delivering place-based education, possibly bringing fresh perspectives or pedagogical strategies. The findings suggest that recruitment strategies for rural educators should not solely prioritize local candidates but also consider how different teacher backgrounds can complement various educational goals in rural settings.

Personal Growth and Professional Development

Theoretical approaches are the key to understanding the personal and professional development of teachers, emphasizing their multifaceted nature (Kolomiiets, 2021). The study stresses the importance of a teacher's personal potential, asserting that true development occurs when educators become active agents in their own growth rather than passive recipients. This involves not only mastering academic knowledge but also cultivating self-awareness, reflective practice, and essential life skills. The paper also emphasizes that such development extends beyond formal education and can be pursued through non-formal and informal means, depending on individual needs and preferences.

Moreover, Even-Zahav et al. (2022) emphasize that teachers highly value their personal growth and professional development, particularly their aspirations for continuous personal and professional growth, which they view as the most important aspect of their overall well-being. Yet, there is a noticeable disconnect between teachers' perceptions and the focus of current teacher professional development programs (TPDPs), which largely prioritize student achievement and often overlook or indirectly address teachers' deeper aspirations for growth. While TPDPs may enhance competence and instructional skills, they fail to support the teachers' desire for self-driven, meaningful development and fulfillment within the profession. The study argues that for professional development programs to be truly effective, they must not only foster teaching competence but also address teachers' personal aspirations, autonomy, and self-realization, as these elements are crucial for sustained professional engagement and well-being.

Furthermore, Szumiec (2021) found a significant shift in teachers' roles due to increasing expectations and the evolving demands of the educational landscape. These changes necessitate continuous professional development to improve teacher competence, which directly impacts student achievement. The article also stresses that personal development is an essential component of professional growth, as it profoundly influences teachers' effectiveness and success in their roles. The key conclusion drawn is that teacher professionalism is not only demonstrated through cognitive knowledge but also through personal qualities, including values and emotions. These personal aspects enable teachers to perform their roles consciously, reflectively, and responsibly.

THEORETICAL FRAMEWORK

This study is anchored on the Self-Determination Theory (SDT) developed by Edward Deci and Richard Ryan in 1985. Self-Determination theory provides a foundational perspective on understanding teacher motivation by emphasizing that individuals function most effectively when their basic psychological needs for autonomy, competence, and relatedness are met. In educational settings, when teachers feel empowered to make decisions (autonomy), confident in their teaching skills (competence), and connected to their learners and colleagues (relatedness), they tend to exhibit greater engagement, persistence, and effectiveness in the classroom. As such, motivation is a vital factor in shaping how teachers plan, deliver, and assess instruction and how they support student learning.

To measure motivation more specifically in the teaching profession, Fernet (2008) developed the Work Task Motivation Scale for Teachers, which categorizes teacher motivation into five types: intrinsic motivation, identified regulation, introjected regulation, extrinsic motivation, and amotivation. Intrinsic motivation is the most self-determined, driven by genuine passion and enjoyment for teaching. Identified regulation refers to the personal importance a teacher places on their work, even if the task is not inherently pleasurable. Introjected regulation involves internal pressures, such as feelings of guilt or obligation. Extrinsic motivation stems from external rewards or pressures, such as recognition or salary, while amotivation is characterized by a lack of intent or meaningful drive to engage in teaching tasks. These motivational types exist on a continuum and reflect varying levels of self-determination, which in turn influence teaching behaviors and effectiveness.

Self-Determination Theory has been widely supported by researchers in education. Studies by Brenner (2022), Chiu et al. (2021), Ahmadi et al. (2023), Guay (2022), and Gagné et al. (2022) emphasize its relevance in enhancing teaching quality and professional development. Geduld (2023) underscored that supportive school environments that fulfill teachers' psychological needs lead to greater motivation and more effective instructional practices. Conversely, when these needs are unmet, particularly in under-resourced schools, teachers may experience reduced motivation and diminished teaching performance.

In the Philippine context, Ortega and Sumayo (2024) found that teachers with high levels of intrinsic and identified motivation demonstrated stronger pedagogical competence, including better classroom management, increased learner

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engagement, and more effective instructional delivery. On the other hand, Laurito (2022) reported that amotivation was linked to limited professional growth and lower quality of instruction. These findings align with the core idea of Self-Determination theory that the type and quality of motivation significantly impact teacher behavior and competence.

Statement of the Problem

This study aimed to determine the motivation and pedagogical competence among elementary school teachers in Select District Schools in Misamis Oriental for the School Year 2025-2026.

Specifically, the study sought to answer the following:

1. What is the teacher's level of motivation in terms of intrinsic motivation, identified regulation, introjected regulation, extrinsic motivation, and amotivation?
2. What is the respondents' level of pedagogical competence based on social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development?
3. Is there a significant relationship between the teacher's motivation and their pedagogical competence?

Scope and Limitations

This study focused on determining the motivation and pedagogical competence of teachers in selected schools within the Villanueva District, Division of Misamis Oriental, for the School Year 2025–2026. The respondents were the one hundred fifty (150) Public Elementary School Teachers in the schools where this study was conducted. The independent variables were limited only to teacher motivation: intrinsic motivation, identified regulation, introjected regulation, extrinsic motivation, and amotivation. Moreover, the dependent variables were also limited to pedagogical competence, which includes the following domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development.

METHODOLOGY

Research Design

The study used a descriptive correlational research design combined with content analysis to examine the relationship between teacher motivation and pedagogical competence. This design provided a clear picture of the current situation and helped identify patterns among the variables. It also made it possible to suggest future trends based on present findings. By using this approach, the study was able to explore possible connections between motivation and teaching performance, helping generate questions for future research. The correlational method allowed for the testing of expected relationships and the development of hypotheses.

To gather data, a survey questionnaire was used to measure the levels of teacher motivation and their teaching skills. This method made it easier to collect and analyze information from a large group of respondents. The research design was guided by the ideas of Creswell (2018), a well-known expert in educational research. In his book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Creswell explained the value of using correlational studies to describe relationships between variables and to predict possible outcomes. His work supported the study's use of this method to gain deeper insights into teacher effectiveness.

Study Setting

The study was conducted in Villanueva District Schools, Division of Misamis Oriental, specifically: Balacanas Elementary School, Dayawan Elementary School, Don Fernando Jacinto Elementary School, Kalingagan Elementary School, Kimaya Integrated School, Kirahon Elementary School, Looc Elementary School, Lukong Integrated School, Nangka Elementary School, and Vicente N. Chaves Memorial Central School. It was a dynamic and progressive educational institution under the Department of Education (DepEd) Region X - Northern Mindanao. It was responsible for providing quality basic education to learners across the municipality, ensuring access to inclusive, equitable, and relevant learning opportunities.

The Municipality of Villanueva is a first-class municipality east of Cagayan de Oro City, bounded on the north by the Municipality of *Jasaan*, south by the *Municipality of Tagoloan*, east by the *Municipality of Claveria*, and on the west by *Macajalar Bay*. The municipality occupies a total land area of 5,222.5 hectares. Approximately 1,790 hectares or 34.27% of the total land area is within the PHIVIDEC Industrial Estate but still under the political jurisdiction of the municipality. Villanueva's Economic opportunities are also engaged in fishing, and with terrain gently rising from its plains, Villanueva is also rich in prime agricultural products. Long before the Spanish colonization, the place was originally named "Bongloy" by the natives, called the Magahats, because of the three gigantic Bongloy trees that grew in the place where the Catholic church and town plaza stand today.

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In 1830, the mission of Jasaan, an adjacent town to the north, was to establish separation from Cagayan de Oro and evangelization to as far as the towns of Sumilao, Linabo, and Malitbog in the province of Bukidnon. Its center of civilization and the first Church was at “Daanglungsod” which is now the Aplaya, Jasaan, where an old kota (watchtower) still exists, thus marking the birth of Christianity in Bongloy. Further, Father Gregorio Parache, S.J., who was the parish priest of Jasaan at that time, brought a certain Captain Villanueva to Bongloy. Villanueva was a Mexican-American soldier who was one of the occupants of Balingasag Convent during the American occupation of the Philippines. As the years passed, the Magahats moved eastward below the town of Claveria and began calling Bongloy as Villanueva in honor of the captain. The word Villanueva was handed down through word of mouth in the succeeding generations.

Currently, teachers in the Municipality of Villanueva represent a wide range of ages, with many having dedicated several years to the profession, spanning from just a few years to over two decades. Despite these challenges, many teachers actively pursue professional development through seminars and training programs, which are essential for improving their teaching skills. These programs often focus on refining teaching strategies, enhancing classroom management, and incorporating technology into instruction.

Research Respondents Sampling Technique

This section presents the one hundred fifty (150) Public Elementary School Teachers who served as the respondents of the study. The respondents were employed in the Villanueva District, Division of Misamis Oriental, during School Year 2025–2026. They were chosen as participants because of their direct and relevant experiences related to the research topic. They were distributed among the following schools: Balacanas Elementary School, Dayawan Elementary School, Don Fernando Jacinto Elementary School, Kalingagan Elementary School, Kimaya Integrated School, Kirahon Elementary School, Looc Elementary School, Lukong Integrated School, Nangka Elementary School, and Vicente N. Chaves Memorial Central School. A comprehensive analysis of their demographic characteristics, including age, gender, educational attainment, and years of teaching experience, was conducted to provide a clear overview of the participants. The data reflected in the succeeding tables were gathered to ensure that the sample adequately represented the target population of the study.

In this study, the researcher used the universal sampling technique, which means that all teachers from the identified group were included as participants. This approach was chosen because the number of teachers involved was small and manageable, making it practical to involve everyone rather than selecting only a sample. This enabled the study to gather input from all individuals directly connected to the research focus. Since teachers may have different backgrounds, experiences, and levels of training, including everyone helped ensure that these differences were taken into account. It also made the data more comprehensive and reflective of the group as a whole.

Research Instrument

The primary instrument for data collection in this study was a structured questionnaire composed of two parts. Part I dealt with teachers' motivation, such as intrinsic motivation, identified regulation, introjected regulation, extrinsic motivation, and amotivation. This section was adapted and modified from the study by Ortega and Sumayo (2024), titled Public Elementary Teachers' Motivation and Pedagogical Competence in Teaching Non-Readers: A Correlational Study, including the indicators used in their original instrument.

Part II of the instrument inquired about the teacher's pedagogical competence, such as social regard for learning, the learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development. This was based on the standards set by the National Competency-Based Teacher Standards (NCBTS).

Statistical Treatment

After collecting and recording the data that were gathered in the study, the researcher utilized descriptive statistics such as percentage, frequency, mean, and standard deviation to describe the variables in the study. Moreover, Pearson Product-Moment Correlation Coefficient (r) was employed to determine the significant relationship between the teacher's motivation and their pedagogical competence.

Ethical Consideration

The researcher observed all necessary ethical considerations prior to the data collection process.

Proper permissions and approvals were secured from the Dean of the Graduate School of PHINMA Cagayan de Oro College and the Schools Division Superintendent. The approved communication from the Schools Division Superintendent was then forwarded to the school heads of the participating teachers. The purpose and rationale of the study were clearly explained to the teachers, including their right to voluntary participation and the freedom to withdraw from the study at any time without penalty.

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Participants were informed that all data would be treated with the utmost confidentiality. To maintain anonymity, personal identifiers such as names or any traceable information were excluded during data collection, recording, and analysis. All collected data were encrypted and stored in a password-protected account or folder to prevent unauthorized access and ensure data security. This safeguarded the confidentiality and integrity of the information.

The study underwent evaluation by the institution's review board to ensure that all procedures adhered to established ethical standards and guidelines in conducting research involving human participants.

RESULTS AND DISCUSSION

This section presents all the responses to the questionnaires in the survey conducted by the researcher with their corresponding implications, analysis, and interpretation. The different responses are intended to address the problems presented in this study.

Problem 1. What is the teacher's level of motivation in terms of intrinsic motivation, identified regulation, introjected regulation, extrinsic motivation, and amotivation?

Table 1. Summary of the Respondents' Level of Motivation

Variable	Mean	SD	Interpretation
Intrinsic Motivation	3.76	0.43	Highly Motivated
Identified Regulation	3.74	0.44	Highly Motivated
Introjected Regulation	3.42	0.67	Highly Motivated
Extrinsic Motivation	3.09	0.74	Motivated
Amotivation	1.83	0.45	Motivated
Overall	3.17	0.55	Motivated
Legend: 3.26 - 4.00 Strongly Agree / Highly Motivated 1.76 - 2.50 Disagree / Slightly Motivated 2.51 - 3.25 Agree / Motivated 1.00 - 1.75 Strongly Disagree / Not Motivated			

Table 1 shows the summary of the respondents' **level of motivation** with an overall mean of **3.17 (SD = 0.55)**, interpreted as **Motivated**. This means that most teachers in the selected Villanueva district schools feel a good level of motivation in their teaching roles. Motivation among teachers plays a key role in how they manage their tasks, engage with students, and handle daily school challenges. The overall agreement on being motivated shows that the teaching environment, workload, or personal goals may be aligned with what drives them to perform well. This result highlights a generally positive outlook among teachers, which may reflect the support they receive or the value they place on their profession. Some teachers may feel more motivated due to career advancement opportunities, while others may have fewer motivational sources. Understanding these differences can help in making targeted efforts to increase motivation for those who need it most.

Further, this implies that while motivation is generally present, some teachers may experience lower levels than others. Schools should consider these differences when designing programs to boost teacher motivation. When teachers feel supported and inspired, they are more likely to go beyond what is required. As observed, recognizing the unique needs of each teacher creates a stronger, more driven school environment.

This aligned with findings by Hung (2020) and Sudjono (2022), who emphasized that teacher motivation significantly influenced engagement, innovative teaching practices, and performance, while work stress and discipline interplayed in complex ways, affecting outcomes. Moreover, Akunne et al. (2023) and Zewude and Hercz (2023) confirmed that motivation varied along a continuum and affected teaching effectiveness, highlighting the need for targeted support to enhance motivation levels.

The highest variable, **Intrinsic Motivation**, obtained the mean of **3.76 (SD = 0.43)**, interpreted as **Highly Motivated**. This means that many teachers are driven by internal factors such as personal growth, passion for teaching, and a sense of responsibility. Intrinsic motivation comes from within, and it is often linked to satisfaction and pride in one's work. This type of motivation is important because it often leads to long-term commitment and better job performance. The consistent responses indicate a shared feeling of strong internal motivation, showing a unified perspective among teachers regarding the value of their work. When intrinsic motivation is high and spread evenly, it becomes a strong foundation for a positive teaching culture. This implies that most teachers find real meaning and purpose in their work. When teachers are personally fulfilled and driven by their values, they tend to be more dedicated and creative. A consistent level of intrinsic motivation across respondents may lead to better classroom practices and stronger teacher-student connections. With teachers finding joy and meaning in their profession,

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the quality of education improves naturally. A school filled with internally motivated teachers becomes a more inspiring place to learn and grow.

This was supported by Uysal (2023), who noted that intrinsic motivation boosted teaching effectiveness by fulfilling teachers' needs for autonomy, competence, and relatedness. Merdiaty and Sulistiasih (2024) emphasized teachers' role in mediating intrinsic motivation in students, while Bukhari et al. (2021) highlighted the influence of work environment and interpersonal relationships on sustaining intrinsic motivation. These studies collectively confirmed intrinsic motivation as a key driver of teacher engagement and resilience.

On the contrary, the lowest variable, **Amotivation**, got a mean of **1.83 (SD = 0.45)**, interpreted as **Motivated**. This means that teachers generally do not experience strong feelings of amotivation in their work. One reason for this could be that educators find purpose and value in their teaching roles. Another possible cause is the presence of supportive school environments and professional development opportunities that help teachers remain engaged and committed. Essentially, despite occasional challenges, teachers are able to maintain a sense of motivation and dedication to their responsibilities. This implies that participants possess a strong intrinsic drive and commitment to their teaching roles, and continuous support through targeted professional development and collaborative teaching practices could further enhance their motivation and effectiveness. Additionally, encouraging teachers to share successful strategies, recognize achievements, and participate in meaningful learning communities would reinforce their sense of purpose and engagement, ultimately benefiting both educators and learners.

These findings are consistent with Masood et al. (2021), who found that proactive engagement and positive career outlooks can mitigate the negative effects of amotivation on workplace behaviors, Norvilitis et al. (2022), who reported that lower amotivation is linked to better performance and retention, and Banerjee and Halder (2021), who emphasized that teacher autonomy and structured support significantly reduce amotivation in educational settings.

Problem 2. What is the respondents' level of pedagogical competence in terms of social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing, and reporting, community linkages, and personal growth and professional development?

Table 2. Summary of the Respondents' Level of Pedagogical Competence

Variable	Mean	SD	Interpretation
Social Regard for Learning	3.66	0.47	Highly Competent
Learning Environment	3.69	0.47	Highly Competent
Diversity of Learners	3.63	0.48	Highly Competent
Curriculum	3.65	0.48	Highly Competent
Planning, Assessing and Reporting	3.63	0.49	Highly Competent
Community Linkages	3.55	0.50	Highly Competent
Personal Growth and Professional Development	3.67	0.47	Highly Competent
Overall	3.64	0.48	Highly Competent
Legend: 3.26 - 4.00 Strongly Agree / Highly Competent 1.76 - 2.50 Disagree / Slightly Competent 2.51 - 3.25 Agree / Competent 1.00 - 1.75 Strongly Disagree / Not Competent			

Table 2 summarizes the respondents' **level of pedagogical competence** with an overall mean of **3.64 (SD = 0.48)**, interpreted as **Highly Competent**. This means that a high level of competence may be attributed to their years of teaching experience and continuous participation in professional development activities. Teachers likely engage in regular training, workshops, and seminars provided by the Department of Education, which helps enhance their instructional skills.

Additionally, their motivation to improve teaching strategies could be driven by their desire to meet learning outcomes and promote student success. The generally uniform performance level among the respondents suggests that most teachers consistently demonstrate high pedagogical competence. The combination of motivation and support from educational institutions likely plays a significant role in achieving this result. Moreover, this finding may also reflect the positive school environment that encourages pedagogical improvement. With such support and professional practices in place, maintaining high teaching competence becomes more achievable.

Further, it implies that the teachers' competence is not only individually developed but also strengthened by institutional efforts and shared professional culture, and supports the idea that professional development programs and a strong teaching community contribute effectively to teacher growth. Teachers show that consistent support and motivation can lead to reliable teaching quality. It helps ensure that learners receive effective instruction regardless of which teacher they have. A culture of

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shared responsibility and sustained professional development plays a critical role in maintaining uniformly high teaching standards across the district. This aligns with Lukiianchuk et al. (2021), who emphasize the necessity of continuous professional development for teachers to adapt to evolving teaching philosophies and techniques, reinforcing that strong pedagogical and psychological competencies are critical alongside subject knowledge.

Furthermore, Aimah's (2023) study demonstrates that strategies like lesson study significantly improve teachers' pedagogical skills, particularly in classroom management and instructional methods, which correspond with the motivation and engagement seen in the district's educators. However, as Sele and Sila (2022) highlight, challenges in pedagogical planning and evaluation persist, suggesting that ongoing enhancement of self-motivation and competency development programs remains essential for sustaining high teaching performance.

Moreover, the highest variable, **Learning Environment**, obtained a mean of **3.69 (SD = 0.47)**, interpreted as **Highly Competent**. This means that teachers are particularly effective in creating and maintaining classrooms that support student learning. A positive learning environment includes good classroom management, a safe and respectful atmosphere, and strategies that encourage student participation. Teachers may also ensure that physical and psychological aspects of the classroom are addressed.

Moreover, this suggests that most teachers consistently apply best practices in maintaining a healthy learning space. It shows that this domain is one of the strongest areas of competence among the respondents. Most teachers shared similar strengths in this area, indicating a common culture of effective classroom management and student engagement. It demonstrates that the learning environment is a well-established strength among teachers in the Villanueva district. When classrooms are positive and structured, students are more likely to feel secure, respected, and motivated to learn. It also reflects teachers' ability to manage classrooms effectively, regardless of differences in style or background. A stable and nurturing environment is essential for learning to take place. This strength can serve as a foundation for improving other areas of teaching competence.

These findings aligned with the studies by Lackney and Mulang (2021), who emphasized that teacher competence in managing the learning environment was vital for effective teaching outcomes. Additionally, Suttriso et al. (2022) highlighted that the ability to adapt the learning environment based on evaluation results directly supported student-centered education and better learning results.

On the other hand, the lowest variable, **Community Linkages**, obtained a mean of **3.55 (SD = 0.50)**, interpreted as **Highly Competent**. This means that teachers show competence in working with the community, but this may not be as developed as others. Community linkages involve partnerships with parents, local stakeholders, and external organizations that support education. Some teachers may find it harder to build strong community ties due to time constraints, lack of support, or limited opportunities. It suggests that this aspect might be overlooked or not prioritized as much, highlighting the need for more balanced efforts to involve all teachers in community engagement.

Moreover, it implies that schools may not be maximizing the benefits of strong community support. When teachers do not consistently engage with stakeholders, valuable resources and insights may be missed. This can affect efforts to create inclusive and well-rounded education for students. Strengthening partnerships with the community can enrich the teaching process and help students connect learning to real-life experiences. Encouraging teachers to improve in this domain may lead to more collaborative and holistic education.

This was supported by Basibas et al. (2021), who noted that teachers served as essential facilitators in fostering meaningful school-community linkages that positively affected student outcomes. Similarly, Upadhyay and Aleixo (2023) demonstrated that active collaboration between teachers and community members enhanced the relevance of instruction and promoted social awareness, thereby improving educational experiences.

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Problem 3. Is there a significant relationship between the respondent's motivation and their pedagogical competence?

Table 3. Result of the Test on Relationship Between the Respondent's Motivation and their Pedagogical Competence

Motivation	Pedagogical Competence							Overall
	Social Regard for Learning	Learning Environment	Diversity of Learners	Curriculum	Planning, Assessing and Reporting	Community Linkages	Personal Growth and Professional Development	
	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	Pearson <i>r</i> p-value	
	interpretation	interpretation	interpretation	interpretation	interpretation	interpretation	interpretation	
Intrinsic Motivation	0.643 <0.001 s	0.736 <0.001 s	0.669 <0.001 s	0.651 <0.001 s	0.636 <0.001 s	0.551 <0.001 s	0.648 <0.001 s	0.721 <0.001 s
Identified Regulation	0.752 <0.001 s	0.805 <0.001 s	0.721 <0.001 s	0.759 <0.001 s	0.718 <0.001 s	0.616 <0.001 s	0.745 <0.001 s	0.813 <0.001 s
Introjected Regulation	0.457 <0.001 s	0.498 <0.001 s	0.504 <0.001 s	0.51 <0.001 s	0.5 <0.001 s	0.476 <0.001 s	0.468 <0.001 s	0.543 <0.001 s
Extrinsic Motivation	0.318 0.000 s	0.328 0.000 s	0.321 0.000 s	0.262 0.001 s	0.306 0.000 s	0.353 0.000 s	0.281 0.000 s	0.346 0.000 s
Amotivation	-0.224 0.005 s	-0.213 0.009 s	-0.211 0.009 s	-0.183 0.024 s	-0.214 0.008 s	-0.273 0.001 s	-0.244 0.002 s	-0.249 0.002 s

Legend: *significant at $p < 0.05$ alpha level

s – significant

ns – not significant

Table 3 shows the result of the test on the relationship between the respondents' **motivation and their pedagogical competence**. Overall, the findings revealed statistically **significant relationships across all motivational types**, with varying degrees of correlation. The overall Pearson *r* values ranged from -0.249 to 0.813 , all with *p*-values less than 0.05 , indicating significant associations between motivation and pedagogical competence. These results suggest that different types of motivation exert varying levels of influence on teachers' pedagogical competence, with some forms showing strong positive correlations and others reflecting weaker or even negative associations.

Teachers' motivation played a critical role in shaping how they performed in their professional duties. This happened because motivation directly affected the effort, commitment, and enthusiasm teachers brought to their work. When motivation was high, teachers were more likely to engage actively with their students, plan lessons carefully, and adapt to diverse learning needs. Conversely, lower motivation resulted in less engagement and reduced effectiveness in teaching strategies. The significant correlations indicated that not all motivation types contributed equally to competence, showing a complex dynamic between internal and external factors influencing teaching quality.

Moreover, this implies that understanding the specific types of motivation teachers experienced could help school administrators and policymakers tailor interventions to boost pedagogical competence. When motivation was aligned with professional goals, it led to more effective teaching and better learning environments. As observed, focusing on enhancing motivation could thus improve overall educational outcomes.

This was supported by studies such as Akunne et al. (2023), Christodoulidis et al. (2022), and Collie (2023), which emphasized the critical influence of different motivational types on teaching effectiveness and job commitment, highlighting how varied motivation impacted pedagogical competence across multiple domains.

Intrinsic Motivation demonstrated a strong and significant relationship with overall pedagogical competence ($r = 0.721$, $p < 0.001$). This means that teachers who were motivated by genuine interest and enjoyment in teaching were more likely to perform effectively across various domains such as curriculum planning, student diversity, and personal growth. Teachers who found joy and personal satisfaction in teaching tended to be naturally engaged and passionate about their work. This intrinsic motivation arose from the pleasure and interest they derived from educating students rather than external rewards or pressures. When teaching was enjoyable, these teachers were more willing to explore creative methods, adapt lessons to meet diverse student needs, and continuously seek professional development. Their enthusiasm often translated into better classroom environments and improved student outcomes. This natural drive fostered a holistic approach to teaching competence.

Further, it implies that fostering a genuine interest in teaching could lead to more meaningful and consistent engagement in pedagogical tasks. As observed, when teachers enjoyed their work, they were more likely to embrace challenges and continuously improve their skills, resulting in higher overall competence.

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This was supported by Uysal (2023), Merdiaty and Sulistiasih (2024), and Bukhari et al. (2021), whose studies emphasized the importance of intrinsic motivation for sustained teacher engagement, professional growth, and effective teaching, with intrinsic motivation strongly linked to job satisfaction and reduced burnout.

Identified Regulation showed the strongest correlation with overall pedagogical competence ($r = 0.813$, $p < 0.001$), indicating that teachers who engaged in teaching because they personally valued the profession and internalized its importance tended to demonstrate higher pedagogical competence. Teachers who recognized and accepted the importance of their role in education were more intrinsically connected to their work. This internalization occurred because they saw teaching as meaningful and aligned with their personal values and goals. When teachers truly valued their profession, they invested more time and effort into planning, interacting with diverse learners, and pursuing professional growth. This deep sense of purpose encouraged continual improvement and responsiveness to student needs.

As a result, their competence across multiple pedagogical areas was significantly enhanced. This implies that promoting teachers' personal identification with their profession could greatly improve their teaching quality. When teachers felt a strong sense of responsibility and ownership over their work, they tended to be more motivated to excel in all facets of pedagogy. Supporting this type of motivation was crucial for sustainable educational development. As observed, teachers who internalized their roles and saw teaching as a meaningful vocation exhibited higher levels of commitment, innovation, and overall effectiveness in the classroom.

This aligned with findings by Guay (2021) and Manninen et al. (2022), who described identified regulation as a form of autonomous motivation closely linked to positive engagement and improved teaching practices because the motivation originated from teachers' personal values and goals.

Introjected regulation yielded a moderately strong correlation with overall pedagogical competence ($r = 0.543$, $p < 0.001$). While still significant, this type of motivation, which was driven by internal pressures such as guilt or obligation, seemed to contribute to pedagogical competence to a lesser extent compared to more autonomous motivation types. Teachers motivated by introjected regulation often felt compelled to teach well due to feelings of guilt, shame, or a sense of duty. This internal pressure could push them to fulfill responsibilities even if they did not fully embrace the profession as part of their identity. When teaching was driven by obligation rather than genuine interest, the effort was inconsistent or limited to meeting minimum expectations.

Although this motivation could still promote competence, it tended to be less sustainable and less effective than motivation based on personal values or enjoyment. This implies that while internal pressures could encourage some level of pedagogical competence, they were not as powerful as more autonomous forms of motivation. When teachers taught out of obligation, their engagement might have wavered, affecting the overall quality of instruction. As observed, supporting teachers to move beyond obligation towards more meaningful motivation could enhance their professional growth.

This corresponded with findings from Proudfoot (2021), Bieg et al. (2024), and Biggs et al. (2022), which highlighted the complex nature of introjected regulation, including its potential to both motivate and undermine well-being, stressing the importance of promoting more autonomous forms of motivation for better teaching outcomes.

On the other hand, **Extrinsic Motivation** showed a weak but still significant positive relationship with overall pedagogical competence ($r = 0.346$, $p < 0.001$). This indicates that external rewards or pressures, though influential, might not have been the most effective drivers of pedagogical excellence. Teachers who were motivated mainly by external rewards such as salary increases, promotions, or recognition may have performed their duties primarily to gain these benefits. This type of motivation was often dependent on the presence and consistency of external incentives. When rewards or pressures were absent or insufficient, motivation could decrease significantly. Although external factors could encourage basic competence, they might not have inspired teachers to go beyond the minimum requirements or to develop a deeper professional commitment.

This implies that relying heavily on extrinsic rewards might not have led to sustained improvements in teaching quality. When motivation was externally driven, it could result in compliance rather than true engagement. As observed, developing intrinsic and identified forms of motivation might have been more beneficial for long-term pedagogical success.

This was corroborated by Murwanashyaka et al. (2024), Olushola and Adewumi (2021), and Mdookh and Yildirim (2022), who underscored that while extrinsic motivators like salary and recognition promoted basic engagement and discipline, they were less effective than intrinsic factors in fostering sustained teacher performance and motivation.

Lastly, **Amotivation** demonstrated a significant but negative relationship with overall pedagogical competence ($r = -0.249$, $p = 0.002$). This means that teachers who lacked motivation or purpose in teaching tended to show lower competence in pedagogy. The negative correlations across all components affirmed that the absence of motivation undermined effective teaching practices. Teachers experiencing amotivation lacked the drive or intention to engage in teaching activities. This might have happened due to feelings of incompetence, lack of control, or disinterest in their work. When teachers did not see purpose

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or value in their roles, they were less likely to invest time and effort in planning, instruction, and professional growth. This absence of motivation diminished their ability to effectively address diverse learner needs and maintain a positive learning environment.

Consequently, their overall pedagogical competence suffered. This means that the lack of motivation was a serious barrier to effective teaching and professional development. When teachers felt disconnected or unmotivated, it had a negative impact on their performance and the learning experiences of their students. As observed, addressing amotivation was essential for improving educational quality and teacher satisfaction.

This finding aligned with Masood et al. (2021), Norvilitis et al. (2022), and Banerjee and Halder (2021), whose research demonstrated how amotivation led to negative work behaviors, decreased performance, and reduced engagement, emphasizing the need for teacher support systems that addressed and reduced amotivation to enhance teaching effectiveness.

CONCLUSION

The results revealed that teachers in Villanueva District generally exhibit high levels of motivation, with intrinsic motivation serving as the most significant driver, and demonstrate strong pedagogical competence, particularly in creating supportive learning environments that encourage student engagement and maintain respectful, safe classrooms. The null hypothesis, which states that there is no significant relationship between teachers' motivation and their pedagogical competence, is rejected. Predominantly, intrinsic motivation, identified regulation, and extrinsic motivation were found to have significant relationships with teaching effectiveness, while areas such as community linkages suggest potential for further improvement. Therefore, teachers, regardless of their current motivational levels, should continue to cultivate intrinsic motivation and align personal values with professional practice, because by understanding the importance of motivation in teaching, they would be more equipped to enhance instructional quality, strengthen classroom engagement, and improve learning outcomes.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to address teacher amotivation and strengthen community linkages in schools:

1. School heads should implement targeted mentorship and coaching programs to support teachers who show signs of amotivation, providing regular feedback and recognition to reinforce purpose and engagement. They can also organize workshops that help teachers reconnect with the intrinsic value of their work, fostering personal fulfillment and professional identity. Additionally, school leaders should monitor teacher well-being and motivation levels to ensure timely interventions and sustained commitment.
2. To strengthen community linkages, school heads should actively facilitate partnerships with parents, local organizations, and stakeholders, creating structured opportunities for collaboration and involvement in school activities. They can develop community engagement plans that integrate stakeholders' input into educational programs, ensuring meaningful participation. Regular evaluation and feedback from these partnerships can help identify gaps and improve the effectiveness of school-community interactions.
3. Teachers should proactively engage in community outreach initiatives, building relationships with parents and local organizations to enrich students' learning experiences. They can participate in training sessions that enhance skills in stakeholder communication and collaborative project implementation. By recognizing the value of community involvement, teachers can foster inclusive education and contribute to a more supportive learning environment.

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