



TEACHERS' EXPERIENCES ON THE USE OF MOTIVATIONAL STRATEGIES TO LEARNERS: BASES FOR INTERVENTION PROGRAM

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ABSTRACT

This qualitative phenomenological study explored teachers' experiences in using motivational strategies for learners. The findings revealed five key themes: motivation as a relationship-centered process, learner engagement as an indicator of motivation, diversity of learner responses to motivational strategies, challenges in motivating learners, and strategic adaptation and professional reflection. The study also identified major challenges including diverse learner needs, resource limitations and preparation demands, classroom management and learner behavior, time constraints and curriculum pressures, and external socioeconomic factors. Despite these challenges, teachers employed coping mechanisms such as collaborative professional support and peer learning, learner-centered and personalized instruction, active and engaging learning environments, strengthened home-school partnerships, and maintaining teacher well-being. Overall, the study concludes that sustaining learner motivation is relationship-centered and requires teachers' continuous reflection, adaptation, and commitment, supported by strong teacher-learner relationships and learner-centered instructional practices.

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Keywords: *Teachers' Experiences, Motivational Strategies, Learners, Intervention Program*

INTRODUCTION

Teachers play a vital role in shaping the future of their students by nurturing their abilities and supporting their academic, emotional, and physical development through well-planned teaching strategies. In response to the changing demands of learners and the goal of fostering engaged, responsible citizens, teachers are constantly working to grow professionally. However, their ability to provide quality education is often affected by the demands of supervising extracurricular activities, managing school initiatives, and meeting administrative reporting duties.

These responsibilities are compounded by challenges such as inadequate resources, a wide range of student needs, classroom behavior issues, rigid curriculum guidelines, and external expectations. Given their essential role in both teaching and administrative functions, it is critical to prioritize the mental and physical health of teachers to maintain effective instruction and support positive student outcomes.

Motivation is a vital component of the teaching and learning process, as it significantly affects learners' engagement, behavior, and academic achievement. Motivated learners are more likely to participate actively in class, persist in challenging tasks, and achieve better learning outcomes (Baah et al., 2024).

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However, motivating learners in today's classrooms has become increasingly challenging. Teachers encounter various difficulties such as large class sizes, diverse learning needs, limited instructional materials, behavioral concerns, lack of parental support, and learners' low interest and attention span (Delmonte, 2025). Additionally, the rapid changes in educational demands, including curriculum reforms and the integration of technology, have added pressure on teachers to continuously adapt their instructional and motivational practices (Ramoso et al., 2025). These challenges may hinder teachers' ability to consistently implement effective motivational strategies in the classroom.

Despite these challenges, teachers develop coping mechanisms to manage motivational concerns and sustain effective teaching practices. Coping mechanisms refer to the strategies and actions teachers use to address stressors and challenges in their professional roles (Botona & Baguio, 2025).

In the context of teaching, these may include modifying instructional approaches, using learner-centered activities, seeking peer collaboration, attending professional development programs, and engaging in reflective practice (Embargo & Uchang, 2025). Teachers' ability to cope effectively with motivational challenges is essential, as it influences their teaching performance and learners' motivation.

Studies have emphasized the importance of supporting teachers through continuous professional development to enhance their motivational strategies and coping skills (Dayagbil & Alda, 2024). In-service training programs are recognized as effective means of equipping

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teachers with updated knowledge, skills, and strategies that respond to real classroom challenges. However, for such training programs to be effective, they must be based on teachers' actual experiences, challenges, and coping mechanisms in motivating learners.

Given these considerations, it is necessary to examine the challenges teachers encounter in implementing motivational strategies and the coping mechanisms they employ to address these challenges. Understanding these factors may provide a sound basis for designing an in-service training program that is responsive, practical, and aligned with teachers' needs. Ultimately, strengthening teachers' motivational strategies through targeted training may lead to improved learner engagement, enhanced classroom climate, and better educational outcomes.

MATERIALS AND METHODS

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study is to find out the teachers' experiences on the use of motivational strategies to learners: bases for intervention program in one of the schools in the Schools District of Pavia, Schools Division of Iloilo during the School Year 2025-2026.

Research Method

The research method employed in this study was descriptive method under qualitative research using in-depth interview.

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The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

The interviewer and the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences.

Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about

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their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The participants of this study were the seven (7) teachers purposely selected from public elementary schools within the same district. These educators were chosen based on their direct involvement in classroom instruction and their active implementation of motivational strategies with learners, making them highly relevant to the focus of this research. Purposeful selection ensures that participants possess the specific experiences and insights necessary to address the research questions effectively, particularly regarding the use, challenges, and adaptation of motivational practices.

The selected teachers vary in terms of teaching experience, grade levels handled, and subject specialization, providing diverse perspectives on how motivational strategies are applied in different classroom contexts. Their inclusion allows for a rich, in-depth exploration of teacher experiences, highlighting both common practices and individualized approaches to sustaining learner motivation. In addition, selecting teachers from multiple schools within the district supports a broader understanding of how school environment, resources, and peer collaboration influence the implementation of motivational strategies.

By focusing on teachers who are actively engaged in these practices, the study captures authentic, context-specific experiences that inform the development of a targeted intervention program. This approach ensures that the findings and proposed intervention are

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grounded in practical realities and reflective of the challenges, strategies, and coping mechanisms observed by teachers in their everyday classroom practice.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Research Instrument

The research instrument employed in the study was a researcher-made interview schedule.

An interview schedule in research methodology is a written list of pre-planned questions (either structured, semi-structured, or open-ended) prepared to guide an interviewer in collecting information consistently from participants. It functions as a standardized tool for data collection, ensuring that the same topics and questions are addressed across interviews to support systematic comparison and analysis. The interviewer follows the schedule during face-to-face, telephone, or electronic interviews, asking each participants the predetermined items and recording their responses (Socio.health, 2024).

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The interview schedule has two (3) major questions focusing on the challenges encountered by teachers in implementing motivational strategies to their learners and their coping mechanisms on these encountered challenges in motivating learners.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construction under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2022).

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972) as cited by Soqueña (2021).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also be provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The data were collected through the interview schedule and were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the responses of the participants on the challenges encountered in implementing motivational strategies to their learners and their coping mechanisms on these encountered challenges.

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According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

The transcribed data from the interviews will be analyzed using Thematic Analysis (Braun & Clarke, 2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process:

Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation).

Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal").

Searching for Themes: Grouping the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme).

Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus.

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Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4).

Producing the Report: Weaving the themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

RESULTS AND DISCUSSIONS

The study determined the experiences of teachers in the use of motivational strategies for learners among the teachers of Mayor Gerardo Gorriceta Sr. Memorial School, Pavia, Iloilo, as a basis for an intervention program during the School Year 2025–2026.

Employing a qualitative research approach with a phenomenological design, the study sought to understand teachers' lived experiences and the factors that affected the application of motivational strategies in the classroom.

The participants of the study were seven (7) purposively selected public-school teachers who were directly involved in classroom instruction and in the implementation of motivational strategies.

A researcher-made interview schedule served as the primary instrument for data collection. With the participants' consent, voice and video recordings were also utilized for accurate documentation of responses.

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To ensure validity, the interview schedule underwent content validation by a Panel of Experts using the criteria set forth by Good and Scates (1972), as cited by Soqueña (2021). Feedback from the experts was carefully considered and integrated into the final instrument.

Once validated, the researcher secured the necessary permits from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the School Head, and the individual participants prior to conducting the in-depth interviews.

Data collection involved personal visits to the school or locations convenient to the participants, during which interviews were conducted and recorded.

Following the interviews, the researcher consolidated and organized all collected data. The data were analyzed and interpreted using a thematic approach, which allowed the identification of patterns, insights, and key challenges faced by teachers in motivating learners.

The following are the findings of the study:

Based on the responses gathered from the in-depth interviews, the findings revealed that teachers experience motivation as a relationship-centered process in which strong teacher–learner connections play a significant role in encouraging learners to participate in the learning process. Learner engagement also emerged as a key indicator of motivation, as teachers observed increased participation, focus, and effort when motivational strategies were effectively implemented.

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However, the findings also indicated that learners respond differently to motivational strategies due to the diversity of their backgrounds, interests, abilities, and socio-emotional needs. Because of these differences, teachers emphasized the importance of adopting flexible and adaptive approaches rather than relying on a single strategy for all learners.

The study further identified several challenges encountered by teachers in motivating learners. These challenges included diverse learner needs, large class sizes, behavioral issues, limited instructional resources, time constraints, curriculum pressures, and external socioeconomic factors such as poverty, hunger, and limited parental support. These conditions often hinder the consistent implementation of motivational strategies and increase the instructional demands placed on teachers.

Despite these challenges, teachers demonstrated resilience through various coping mechanisms. These included strategic adaptation of teaching strategies, reflective teaching practices, professional collaboration through Learning Action Cell (LAC) sessions, learner-centered and personalized instruction, the creation of active and engaging learning environments, strengthened home-school partnerships, and intentional efforts to maintain teacher well-being.

Overall, these coping strategies enabled teachers to sustain learner motivation and engagement despite the systemic and contextual limitations present in their teaching environment.

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This study revealed that sustaining learner motivation is a dynamic and relationship-centered process in which positive teacher–learner interactions, trust, and emotional support play a crucial role in fostering engagement. Learner participation, focus, and effort served as clear indicators of motivation, reflecting the effectiveness of instructional strategies and classroom practices.

Teachers reported that students responded differently to motivational approaches depending on their interests, abilities, and backgrounds, highlighting the importance of strategic adaptation and professional reflection in addressing diverse learner needs. Despite challenges such as large class sizes, limited resources, curriculum pressures, and external socioeconomic factors, teachers emphasized that flexibility, differentiated instruction, continuous feedback, and collaboration with peers and parents enabled them to maintain engagement and foster meaningful learning experiences. These insights underscore that motivation in the classroom is not solely instructional but also relational, adaptive, and context-sensitive, requiring both teacher resilience and reflective practice.

The study also revealed that effectively motivating learners requires teachers to navigate a complex interplay of diverse learner needs, resource limitations, and preparation demands, as well as challenges in classroom management and learner behavior. Time constraints and curriculum pressures often limit opportunities to implement engaging strategies, while external socioeconomic factors, such as family circumstances and access to support, significantly influence learners’ motivation and participation.

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Teachers emphasized that sustaining engagement under these conditions requires flexibility, creativity, and adaptive practices, including differentiated instruction, proactive behavior management, and personalized support. These findings demonstrate that learner motivation is shaped not only by classroom practices but also by broader contextual factors that influence the learning environment.

Furthermore, the findings highlighted that sustaining learner motivation is strengthened through collaborative professional practices, learner-centered instruction, and active engagement strategies. Teachers benefited from peer learning and professional collaboration, such as Learning Action Cell (LAC) sessions, which provided opportunities to share strategies, reflect on challenges, and enhance instructional effectiveness. Personalized and learner-centered approaches, including differentiated tasks and tailored support, helped address individual learner needs and interests, thereby promoting engagement.

In addition, the creation of active and contextually relevant learning environments sustained learners' interest and participation. Strengthening home-school partnerships also reinforced motivation by extending support and accountability beyond the classroom. Finally, teachers' well-being and coping mechanisms were found to be essential in maintaining the energy, resilience, and reflective capacity needed to implement motivational strategies effectively.

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CONCLUSION

In response to these insights, several recommendations are proposed to enhance the implementation of motivational strategies in the classroom:

Teachers are encouraged to prioritize relationship-centered approaches that strengthen positive teacher-learner interactions, trust, and emotional support, as these are essential in sustaining learner engagement and motivation. They should also remain flexible in adapting instructional strategies to accommodate learners' diverse interests, abilities, and backgrounds. Continuous professional reflection is important for evaluating and improving motivational practices in the classroom.

Furthermore, teachers should actively engage in collaborative professional learning, such as Learning Action Cell (LAC) sessions and peer collaboration, to share effective strategies, address classroom challenges, and enhance instructional practices. Since learner motivation is influenced by various factors such as classroom dynamics, resource limitations, curriculum pressures, and external socioeconomic conditions, teachers are encouraged to implement adaptive and learner-centered strategies, including differentiated instruction, proactive classroom management, and personalized support.

School administrators and educational stakeholders are also encouraged to provide adequate resources, professional development opportunities, and supportive structures that promote learner-centered instruction, active learning environments, and strong home-school

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partnerships. Supporting teacher well-being is equally important to ensure that educators have the resilience and capacity to sustain learner motivation and engagement.

Finally, future researchers may explore the long-term effects of relationship-centered and adaptive motivational strategies on learner outcomes across broader and more diverse educational settings. Further studies may also examine the role of teacher well-being, professional collaboration, and reflective practices in strengthening motivational strategies and improving overall teaching effectiveness.

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