

 Research Article

Motivational Teaching Practices of Teachers in Higher Education: A Convergent Parallel Design

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Abstract

This study investigated the motivational teaching practices employed by teachers in higher education institutions (HEIs) in Davao City, Philippines. Despite advancements in curricula, student motivation remains a significant challenge, often resulting in low engagement and academic performance. The research aimed to assess the extent to which teachers apply motivational strategies across four dimensions: creating basic motivational conditions, generating initial motivation, maintaining motivation, and encouraging positive self-evaluation. A convergent parallel mixed-methods design was utilized. Quantitative data were gathered from a survey of 120 purposively selected teachers using an adapted instrument (5-point Likert scale), while qualitative insights were obtained through semi-structured interviews with 10 teachers. Quantitative results showed that teachers frequently create basic motivational conditions ($M=3.91$) and maintain motivation ($M=3.86$), though generating initial motivation was practiced to a moderate degree ($M=3.39$). Qualitative analysis revealed five themes: *encouraging respectful environments*, *inspiring through enthusiasm*, *engaging through storytelling*, *motivating through approachability*, and *sustaining engagement via interactive activities*. Triangulation confirmed that student motivation flourishes when teachers form meaningful relationships, demonstrate authentic enthusiasm, and link lessons to students' everyday lives. The study concluded that effective motivation in higher education is relational and human-centered. It underscores the importance of teacher empathy and authenticity in promoting lasting student engagement.

Keywords: Education, Motivational Teaching Practices, Higher Education, Convergent Parallel, Philippines

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1. INTRODUCTION

Using a range of teaching methods and strategies enhances high-level effectiveness in both teaching and learning. Employing motivational teaching methods is very important in teaching second language (L2) classes, as these methods play a significant part in determining the success or failure of students' acquisition (Dornyei, 2008). Careful implementation of these teaching strategies can create a positive environment for teaching and learning, further developing a positive relationship between teachers and their learners (Fedesco et al., 2019). Despite their use being highly valuable, most teachers experience difficulties in implementing teaching strategies that may result in low levels of success in students' acquisition.

Another key consideration for success within institutions of higher learning is motivation among students. According to Li et al. (2022), students' low motivation remains a significant challenge despite technological and learning curriculum advancements, and this ends up hurting students negatively. As cited by Yousef et al. (2023), students' enthusiasm and commitment to their learning are reduced due to their perception that what they study does not relate to their reality and that there is a lack of classroom participation.

Moreover, Deci and Ryan (2018) emphasize that traditional, teacher-led approaches greatly diminish students' interest and intrinsic motivation by prioritizing passive memorization over active participation in learning. Likewise, Credè and Kuncel (2008) indicate that as students progress through their courses, their motivation diminishes due to increased academic pressures, exhaustion, and the widening gap in the significance of applications. As Kahu (2018) suggests, diminished motivation can lead to lower perseverance, lower academic outcomes, and an increased dropout rate, underscoring the need for appropriate support strategies to maintain students' motivation. More specifically, Yousaf (2023) illustrates how the absence of engagement-intensive teaching strategies, perceived difficulties, minimal interaction with education providers, and the irrelevance of the content are factors that students use to lower their motivation. Further, the World Bank (2019) adds that the issues are far more evident among students from disadvantaged sectors because they experience lower levels of motivation due to the absence of supportive environments and minimal opportunities for achievement at the academic level.

Student motivation still influences involvement and achievement in a big way in the Philippines. However, according to Diocus (2022), the motivational level of most students in the Philippines remains low. Naturally, this influences their participation and attainment. Consequently, this can be blamed on ineffective teaching methods and the fact that the curriculum fails to arouse the interest of the students in line with their experiences and career objectives. Furthermore, according to Caiga et al. (2025), socioeconomic factors impede students' access to relevant resources, thereby limiting their attention and focus on academic activities.

As stated by Balondo et al. (2024), teachers in Davao City often face challenges in actively engaging students due to limited training in innovative teaching methodologies. Similarly, Pandey et al. (2025) observed that passive learning environments remain prevalent in classrooms, which can reduce students' motivation and interest in learning. This low motivation, in turn, may hinder learners' ability to acquire knowledge and negatively affect their academic performance, as noted by Lecias (2025).

This study seeks to analyze the gap by establishing a motivational teaching model for higher education institutions in Davao City. Although much research has been conducted on the motivation of teachers, the impact of specific motivational activities on teaching, such as cultural and institutional frameworks, is, in most cases, little known. In addition to this, most existing studies are too thin and do not pay sufficient attention to the lived experiences of the teachers, especially in higher education institutions in Davao City. Therefore, this study adopts a multimethod approach to understand the motivational practices of teachers in real classroom settings.

The urgency of this study comes from the clear need for teachers to apply motivational teaching practices effectively. These could enhance educational quality, increase student engagement, and support academic achievement in the post-pandemic educational scene. Understanding how these practices are used and maintained in classrooms is crucial for strengthening teaching adaptability, building professional resilience, and improving learning outcomes. This study also aims to address issues related to improving teaching methods to motivate students to attain optimal educational performance.

The significance of this study aligns with Sustainable Development Goal 4.c, which states the importance of quality education achieved through motivated and competent teaching personnel. Besides, it deals with motivation-related problems often encountered during lectures in classes where students learn a second language, and low motivation might result in learning effects. Additionally, through training courses and seminars, the study aims to enhance teaching motivation and methodology. As stated by Ye (2024), a positive classroom environment is fundamental for supporting language learners because it fosters conditions that actively encourage participation and engagement. In such an environment, students feel respected, valued, and psychologically safe, which reduces anxiety and promotes confidence. When learners perceive that their ideas are welcomed and mistakes are treated as part of the learning process rather than as failures, they are more willing to take risks, such as practicing speaking in the target language, clarifying questions, or sharing original thoughts.

This research study aims to investigate the motivational teaching practices employed by teachers and assess how these practices enhance student engagement and improve overall classroom dynamics. In this regard, the study will seek to establish the extent to which teachers apply motivational practices in creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and engaging in positive retrospective self-evaluation. Also, this study seeks to determine the motivational

teaching practices employed by teachers and how the quantitative findings corroborate with the qualitative results.

2. METHODS

This section discusses research methodologies, which include the research design and procedures, participant selection, and research instruments. This study aims to identify the motivational teaching practices employed by teachers in L2 classrooms.

2.1. Research Design

This study employed a mixed-methods design using a convergent parallel approach, meaning that quantitative and qualitative methods were applied simultaneously during the same phase of the research process. The qualitative insights with quantitative data were the statistical outcomes of directly contrasting the methods, which the researchers aimed to triangulate for corroboration and validation purposes (Creswell Press & Plano Clark, 2018). In this study, two distinct datasets were collected, analyzed independently, compared, and interpreted.

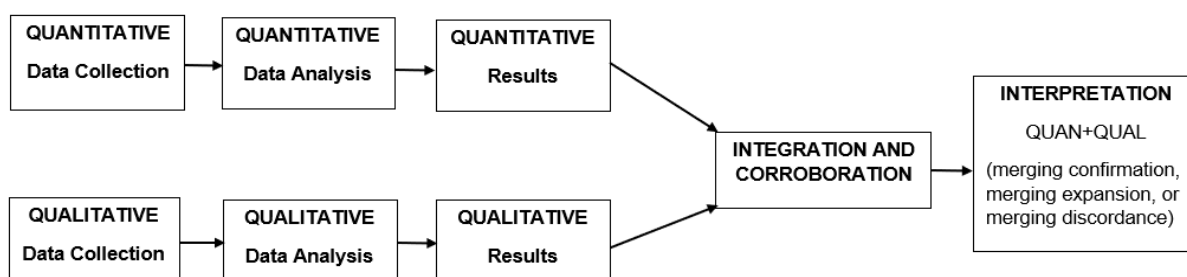


Figure 1. The Process of Data Collection, Analysis, and Interpretation of Data

Moreover, a descriptive research design was used in a quantitative approach to systematically collect and analyze numerical data to describe a population or phenomenon. Additionally, a descriptive qualitative design was utilized to describe and interpret phenomena in their natural contexts. The quantitative and qualitative data were examined to determine whether the findings from these two distinct datasets led to merging confirmation, merging expansion, or merging discordance. Hence, the integration and corroboration in a convergent parallel design were to develop results and interpretations that expand understanding, are comprehensive, and were validated and confirmed (Creswell & Plano Clark, 2018).

2.2. Participants

The study involved 120 teachers for the quantitative survey and 10 teachers for the qualitative interviews. The quantitative sample consisted of 65 female teachers and 55 male teachers, with the majority falling within the age range of 28 to 48 years old. All participants had at least 3 years of teaching experience in English-medium classes. A purposive sampling strategy was employed, which is designed to select participants with relevant experience and insights related to the research objectives (Patton, 2015).

2.3. Research Instruments

This study employed a mixed-method design using a convergent parallel approach, which incorporated two main data methods: an adapted survey questionnaire and semi-structured interviews. The survey was an adapted version of Dörnyei's (2018) work. It utilized a 5-point Likert scale ranging from 1.00 (Very Low) to 5.00 (Very High). Reliability was ensured by selecting a sample size ($N=120$) that supports statistical generalization. As noted by Dörnyei (2018), the survey questionnaire method was a structured instrument comprising predetermined questions intended to elicit standardized responses from participants. This approach enabled adequate sampling of a large population, making it easy to identify trends and patterns. Moreover, to establish the internal consistency of the survey questionnaire, a reliability

analysis was conducted using Cronbach's alpha. The overall reliability coefficient for the scale was 0.888, indicating a high level of internal consistency and confirming that the instrument is highly reliable for measuring the intended construct, specifically the four dimensions of motivational teaching strategies. During the analysis, it was noted that several items correlated negatively with the total scale. This suggests that these items were negatively worded and required reverse-scoring prior to the final data analysis. Furthermore, evaluating the item reliability statistics revealed that dropping any individual item from the questionnaire would not significantly improve the overall Cronbach's alpha (which remained between 0.883 and 0.895). Therefore, all items were retained in the final instrument. The overall result of the reliability analysis used in this study is presented in Table 1.

Table 1. Scale Reliability Statistics

Cronbach's α	
Scale	0.888
Note: Items 'A', 'B', 'E', 'J', 'K', 'O', 'P', 'R', 'X', 'AA', 'AB', 'AD', 'AF', 'AQ', 'AW', 'AY', 'BA', 'BE', 'BK', 'CP', 'CJ', and 'CV' correlate negatively with the total scale and probably should be reversed.	

Given that the instrument was deemed reliable, it was used to gather data through a survey. During the administration of the survey, the exact average completion time per respondent was not recorded. Following the collection process, the quantitative data were analyzed by establishing interpretation levels based on the mean scores obtained. A mean score ranging from 4.21 to 5.00 was interpreted as very high, indicating that the strategy was consistently and effectively practiced and that teachers always used it as part of instruction. A mean score ranging from 3.40 to 4.20 was interpreted as high, meaning that the strategy was frequently practiced and teachers often integrated it into classroom instruction. While the exact average completion time per respondent is not listed in the text, the procedures involved a simultaneous two-phase collection to prevent data overlap.

Meanwhile, a mean score ranging from 2.60 to 3.39 was interpreted as a moderate level, indicating that the strategy was sometimes practiced and was evident but not consistent. A mean score ranging from 1.80 to 2.59 was interpreted as low, indicating that the strategy was rarely practiced and teachers used it only occasionally. Lastly, a mean score ranging from 1.00 to 1.79 was interpreted as very low, meaning that the strategy was seldom or never practiced. Along with the survey, the researchers also conducted semi-structured interviews to gather qualitative data. Semi-structured interviews are a flexible yet guided method of data collection that involves a set of open-ended questions or topics, allowing the interviewer to adjust and ask follow-up questions to gain deeper insights from participant responses (Bryman, 2016). This approach enabled the exploration of participants' experiences, perspectives, and practices in depth, providing rich, contextualized data that complements the quantitative findings. To ensure the reliability and validity of the data collected through these interviews, researchers employed triangulation by cross-referencing findings with existing literature and conducting follow-up interviews if necessary. The data were analyzed using thematic analysis, in which responses were coded to identify recurring themes and patterns.

2.4. Procedures

The data collection process was divided into two phases: the researcher administered a survey using the adapted questionnaire to collect quantitative data, and conducted semi-structured interviews based on questions derived from the process-oriented approach for qualitative data. Data collection occurred simultaneously to ensure that insights from one phase did not affect the other phase, without overlapping participants. Consequently, participants in the first phase were no longer allowed to participate in the second phase of data collection, and vice versa. One researcher was assigned to administer the survey, and the remaining researchers conducted the semi-interviews, thereby ensuring objective responses. This two-phase research was expected to provide comprehensive insights into motivational teaching practices in higher education by integrating quantitative and qualitative approaches.

2.5. Data Analysis

This study employed a convergent parallel mixed-methods design, using both quantitative and qualitative approaches to data analysis. Quantitative data collected through the adapted survey questionnaire

were analyzed using descriptive statistics, including mean scores and standard deviations, to determine the extent to which motivational teaching practices were employed by teachers in higher education L2 classrooms. Interpretation levels were defined to describe the frequency and consistency of these practices: very high (4.21–5.00), high (3.40–4.20), moderate (2.60–3.39), low (1.80–2.59), and very low (1.00–1.79). The qualitative data from semi-structured interviews were analyzed using Braun thematic analysis. Interview transcripts were carefully examined, coded, and categorized to identify recurring themes and patterns reflecting teachers' experiences and perspectives. To ensure credibility and trustworthiness, triangulation was employed by comparing qualitative themes with quantitative results and relevant literature. The integration of quantitative and qualitative findings provided a comprehensive understanding of motivational teaching practices in L2 classrooms.

3. RESULTS

3.1. Quantitative Result

The study evaluated the effectiveness of motivational teaching strategies across four major dimensions: (1) Creating Basic Motivational Conditions, (2) Generating Initial Motivation, (3) Maintaining and Protecting Motivation, and (4) Encouraging Positive Self-Evaluation. Table 2 presents the overall means and the standard deviations.

Table 2. Level of Motivational Teaching Practices of Teachers in Higher Education in Terms of:

Motivational Teaching Practices	Mean	SD
1.1 Creating Basic Motivational Conditions	3.91	0.21
1.2 Generating Initial Motivation	3.39	0.26
1.3 Maintaining and Protecting Motivation	3.86	0.21
1.4 Encouraging Positive Self-Evaluation	3.93	0.26

3.1.1. Creating Basic Motivational Conditions

Table 3 presents the first indicator of motivational teaching practices, and the results revealed that creating basic motivational conditions was rated high ($M=3.91$, $SD=0.21$). It indicates that the strategies are frequently practiced and teachers often integrated it into classroom instruction. The results of this indicator and its specific items are presented and discussed below:

Table 3. Creating Basic Motivational Conditions

Creating Basic Motivational Conditions	Mean	SD
Teacher pays attention and listens to each of them	4.77	0.42
Teachers accept and care for them	4.55	0.58
Show students that you care about their progress	3.86	0.21
Develop a collaborative relationship with the students' parents.	1.90	0.79

The most effective motivational teaching practice was paying individual attention and listening to each student ($M=4.77$, $SD=0.42$), which was soon followed by showing students the acceptance and care of teachers ($M=4.55$, $SD=0.58$) and letting them know that teachers were concerned with their progress ($M=4.68$, $SD=0.49$). The study showed that the teachers were able to motivate the students through trust-building, empathy demonstration, and genuine concern for both the students' well-being and success.

On the other hand, developing a collaborative relationship with the students' parents was the least favored method, as it had the lowest mean ($M=1.90$, $SD=0.79$), indicating that the motivating actions were mainly carried out within the classroom rather than through partnerships with parents. It can be suggested that the practices of teaching professionals, such as giving full attention, showing empathy and concern, and following up with students, are the main factors in keeping students engaged and motivated. By applying these methods daily, the teacher gradually fosters a classroom climate that is both nurturing and full of students' gratitude, self-worth, and participation. The current study supports past research that has highlighted the importance of motivational teaching practices, such as attentive listening, expressing care and concern, and monitoring, as the main characteristics of the teaching profession.

According to Shen et al. (2025), teaching in a motivational manner entails actively engaging students through activities, taking the time to listen to them, showing empathy, and following up on their progress, which creates an emotionally supportive environment that fosters perseverance and participation in learning. Furthermore, Quin (2017) asserted that teacher-student relationships, such as trust, respect, and emotional support, are highly motivating when grounded in these qualities and in techniques aimed at increasing students' motivation in their schoolwork. Accordingly, the results of this research are consistent with previous research findings, emphasizing that practices of motivational teaching, including empathy, care, and attentiveness, significantly contribute to sustaining students' motivation and engagement.

3.1.2. Generating Initial Motivation

Table 4 highlights the second indicator of motivational teaching practices, and the results indicated that the level of generating initial motivation was moderate ($M=3.91$, $SD=0.21$). It indicates that the strategy is sometimes practiced and is evident, but not consistently applied. The results of this indicator and its specific items are presented and discussed below.

Table 4. Generating Initial Motivation

Generating Initial Motivation	Mean	SD
Make the curriculum and the teaching materials relevant to the students	4.18	0.71
Promote the learners' language-related values by presenting peer role models.	1.75	0.96
Negotiating class goals	3.86	0.21

The most effective motivational teaching strategy that emerged under this dimension was making the curriculum and teaching materials relevant to students ($M=4.18$, $SD=0.71$). The reason this item was ranked high was that teachers usually try to connect what is being taught to students' interests and needs to help students realize the significance or relevance of learning a language. By doing so, they would be more likely to motivate the students internally.

However, promoting the learners' language-related values by presenting peer role models ($M=1.75$, $SD=0.95$) and negotiating class goals ($M=2.28$, $SD=1.35$) were rated low. These items were rated low because they imply that teachers rarely engage senior and/or motivational peers to motivate students, perhaps due to limited time to do so and the possibility that the task is challenging.

The findings indicate that teachers' motivational teaching practices focused on establishing relevance and fostering personal connections in learning rather than emphasizing peer influence or formal goal setting. By designing lessons that reflect students' interests, experiences, and future aspirations, teachers can stimulate genuine engagement and intrinsic motivation. The lower ratings for strategies involving peer role models and negotiating class goals suggest that teachers prioritize contextualizing instruction to make learning personally meaningful and motivating for students.

These findings are aligned with Johansen et al. (2023), who emphasized that instructional relevance—particularly when lessons are connected to students' lived experiences and real-life applications—plays a critical role in enhancing intrinsic motivation and classroom engagement. When learners perceive content as meaningful and applicable beyond academic requirements, they are more likely to invest effort and sustain interest in learning activities. Similarly, Johnson (2017) highlighted that aligning instruction with students' personal goals, interests, and social contexts leads to higher levels of motivation and more consistent participation. Such alignment helps students feel recognized and valued as individuals, which strengthens their sense of ownership over the learning process.

3.1.3. Maintaining and Protecting Motivation

Table 5 presents the third indicator of motivational teaching practices, which the results revealed that maintaining and protecting motivation was rated high ($M=3.86$, $SD=0.21$). It indicates that the strategies are frequently practiced and teachers often integrate them into classroom instruction. The results of this indicator and its specific items are presented and discussed below:

Allowing learners to maintain a positive social image while engaged in learning tasks received the highest rating ($M=4.94$, $SD=0.24$), followed by increasing students' self-motivating capacity ($M=4.74$, $SD=0.44$), and building learners' confidence by providing regular encouragement ($M=4.64$, $SD=0.48$). These results revealed that teachers prioritize motivational practices that promote confidence, self-direction, and emotional safety in the classroom.

Table 5. Maintaining and Protecting Motivation

Maintaining and Protecting Motivation	Mean	SD
Allow learners to maintain a positive social image while engaged in the learning tasks	4.94	0.24
Increase students' self-motivating capacity	4.74	0.44
Build your learners' confidence by providing regular encouragement	4.64	0.48
Use contracting methods with your students to formalize their goal commitment	1.58	0.78

On the other hand, using contracting methods to formalize goal commitment received the lowest mean ($M=1.58$, $SD=0.78$), suggesting that teachers seldom rely on rigid agreements or performance contracts to motivate learners.

The findings of our study showed that teachers' motivational practices in teaching were grounded in emotional support, autonomy, and building students' confidence rather than controlling or pressuring students. It aligns with the findings of Rozak et al. (2024), who emphasized that when educators demonstrate care, provide consistent encouragement, and support students' autonomy, learners are more likely to develop stronger intrinsic motivation. These practices help students feel valued and competent, which in turn increases their willingness to persist in learning tasks, engage more deeply with academic activities, and sustain effort even when faced with challenges. Similarly, Li and Zeng (2025) purported that emotionally engaging and autonomy-supportive teaching strengthens learners' self-efficacy and sustained motivation. Therefore, motivational teaching practices grounded in empathy, positive reinforcement, and the development of learner autonomy are more effective in fostering confidence, engagement, and enduring motivation in the classroom.

3.1.4. Encouraging Positive Self-Evaluation

Table 6 presents the last indicator of motivational teaching practices, which the results revealed that encouraging positive self-evaluation is rated high ($M=3.93$, $SD=0.26$). It indicates that the strategy is frequently practiced and teachers often integrate it into classroom instruction. The results of this indicator and its specific items are presented in Table 6.

Table 6. Encouraging Positive Self-Evaluation

Encouraging Positive Self-Evaluation	Mean	SD
Provide regular positive feedback about students' progress	4.85	0.38
Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.	4.55	0.50
Offer rewards in a motivational manner	3.45	0.94

The highest-rated motivational teaching practice was providing regular positive feedback about students' progress ($M=4.85$, $SD=0.38$), followed by applying continuous assessment that also relies on measurement tools beyond pencil-and-paper tests. ($M=4.55$, $SD=0.50$). These results showed that teachers value recognizing effort, improvement, and achievement to strengthen learners' sense of competence and motivation.

In contrast, offering rewards in a motivational manner received a lower rate ($M=3.45$, $SD=0.94$), suggesting that teachers relied less on material or external incentives to motivate students. The implication of the result shows that motivational teaching practices, which teachers carry out, do encourage continuous feedback and the acknowledgement of their efforts and progress using formative assessments rather than external rewards. Teachers encourage self-motivation, perseverance, and a positive attitude towards learning in students by rewarding them for their achievements and encouraging them to reflect on and learn from their experiences.

This finding aligns with the viewpoints of Aust et al. (2024), who argued that assessments and teacher feedback help students feel more competent and self-motivated to learn more. In addition to that viewpoint, Shao et al. (2024) found that recognizing students' effort and progress is effective in the learning process, as it develops students' confidence and perseverance. Lastly, helping students meet their psychological needs by fostering feelings of competence and relatedness, which promotes self-motivation, can be achieved through formative assessments, including learning, guidance, and feedback, as noted by Zhang et al. (2025).

Study results also showed that the teachers' motivational classroom behavior was highly effective, with mean values ranging from 3.39 to 3.93, indicating moderate to high levels of interpretation. These findings strongly showed that the teachers were effective in using a variety of strategies to motivate the learners to attend, believe in, and be interested in what they want to learn.

On the other hand, Generating Initial Motivation ($M=3.39$, $SD=0.26$) received a moderately high score, indicating that techniques such as role modeling and goal sharing were not used as often. Nevertheless, it was achieved by making the subject relevant and interesting, so that the teachers had the authority to foster and sustain intrinsic motivation.

In addition to these findings, Maintaining and Protecting Motivation ($M=3.86$, $SD=0.21$) showed that the teachers had successfully applied motivation through different means, such as autonomy support, success, opportunities, and emotional support, as it received a very high rating. These methods help reduce anxiety and create a positive atmosphere for learners, resulting in a positive impact on students' persistence and self-esteem. In contrast, Generating Initial Motivation ($M=3.39$, $SD=0.26$) received a moderate rating, suggesting that strategies such as peer role modeling and collaborative goal setting were less frequently implemented. Nevertheless, teachers effectively stimulate intrinsic motivation by making lessons and materials relevant to students' interests and real-life experiences.

In general, the results suggest that teachers' motivational teaching practices were most effective in supporting and maintaining students' motivation rather than in starting it. These practices are based on the elements of feedback that are positive and timely, emotional support, relevance, and interaction focused on students, which together make students more confident, engaged, and persistent in learning. Teachers can employ methods that spark curiosity and extend the effectiveness of motivation techniques beyond the classroom through co-created, goal-directed, and reflective learning practices to make their impact even stronger.

Also, these findings are consistent with existing literature on effective motivational teaching practices. Language teachers frequently employ strategies such as serving as a role model, creating a supportive classroom atmosphere, providing emotional support, incorporating humor, offering transparent assessments, and giving regular feedback. Such practices sustain student engagement, reinforce learning, and build confidence. Similarly, Yang et al. (2021) emphasize that effective motivational strategies in L2 classrooms include feedback, emotional support, relevance, and student-centered interaction, implemented through elicitation, social chatting, enthusiastic engagement, and contextually meaningful tasks. These motivational practices help sustain student interest, build confidence, and promote active participation, demonstrating that motivation in language learning extends beyond content instruction to include the ways teachers support, engage, and involve learners.

Moreover, Escandell et al. (2023) found that language teachers consistently use motivational practices that enhance student engagement, confidence, and persistence. Teachers provide both direct and indirect feedback with change-oriented comments, offer emotional support through attentive care, design lessons aligned with students' interests, and implement student-centered activities such as group work, discussions, and peer mentoring. By intentionally integrating these strategies, educators can not only sustain learners' motivation but also promote intrinsic engagement, self-efficacy, and long-term learning outcomes, thereby maximizing the pedagogical impact of motivational teaching practices in L2 classrooms.

3.2. Qualitative Result

The thematic analysis revealed four essential themes in motivational teaching strategies. These included Respectful and Supportive Environment, Enthusiasm and Storytelling, Approachability and

Support, and Relevant and Interactive Activities. Table 7 presents the thematic analysis of the significant themes and the corresponding significant statements from the participants.

Table 7. Thematic Analysis of Motivational Teaching Practices

Essential Themes	Significant Statements
Encouraging a Respectful and Supportive Environment	Creating a pleasant and supportive atmosphere... building a sense of community. [P5] I always remind my students to respect each other's ideas. [P10] I make sure that mistakes are normal and part of learning. [P1]
Inspiring Interest through Teachers' Enthusiasm	It is important that they see you genuinely enjoy what you are teaching. [P5] I teach with liveliness or enthusiasm so they can feel inspired. [P2] They like to participate when you are excited to discuss the lesson. [P6]
Engaging Learners through Storytelling	Sometimes I use stories. [P1] I give them examples taken from real-life situations. [P3]
Motivating Learners through Approachability and Support	I make it a point to be approachable and available. [P1] I check on students who look down. A little talk can make them feel someone notices. [P4] I give students time to open up so they won't feel intimidated. [P6]
Sustaining Engagement through Relevant and Interactive Activities	I use examples that are related to their major so they can understand better. [P4] When a topic is difficult, I make it creative and simple. [P3] I use role-plays and activities that can engage them. [P8]

3.2.1. Encouraging a Respectful and Supportive Environment

The interviews revealed that one of the most evident motivational teaching practices employed by teachers was creating a respectful and supportive classroom environment. Most participants consistently emphasized the importance of creating an atmosphere where students feel accepted, valued, and comfortable expressing themselves without fear of embarrassment. The teachers shared that by showing kindness, treating all students equally, and encouraging positive interactions, they help reduce anxiety and increase student confidence in participating. Humor, empathy, and fairness emerged as essential tools for maintaining this environment. This motivational strategy demonstrates how teachers deliberately use interpersonal warmth and respect to sustain motivation and engagement in the classroom. Encouraging a respectful and supportive environment is described in the following excerpt:

What I do in class, even from the start, is to show students that everyone is welcome and that their mistakes will never be laughed at. I tell them that in my class, it's okay to make mistakes as long as they try. [P1]

Sometimes, to help them loosen up, I make the class laugh with simple jokes to remove tension, especially during stressful topics. [P3]

What I always do in class is ask for their names and treat them as part of one family, because when they feel comfortable, they participate more in the discussion. [P5]

Sometimes, to help them loosen up, I make the class laugh with simple jokes to remove tension, especially during stressful topics. [P3]

In my class, I make it clear that we must help each other and respect everyone's opinions. I do not allow interruptions or mocking when someone is sharing. [P10]

The teachers' statements clearly show that motivation is not solely triggered by content or teaching materials, but by the emotional climate cultivated within the classroom. Through their deliberate actions, such as normalizing mistakes, showing fairness, and maintaining humor, teachers create what Dörnyei (2001) refers to as "basic motivational conditions," a core foundation for establishing student engagement and sustained interest. When students perceive their learning space as respectful and emotionally secure, they experience lower affective filters (Krashen, 1982), allowing them to participate more freely and take linguistic and cognitive risks. The act of assuring students that mistakes are acceptable (as shown by P1 and P4) directly supports Brophy's (2010) argument that learners' motivation grows when teachers replace

evaluative pressure with understanding and encouragement. Similarly, emphasizing equality and fairness (P7) aligns with Wentzel's (2014) notion that students' sense of belonging and justice within the classroom enhances their willingness to cooperate and persevere in learning tasks.

The use of humor and approachability described by participants (P3, P5) also resonates with Keller's ARCS Model of Motivation (2010), specifically under "Relevance" and "Satisfaction." Humor creates emotional connection and maintains students' interest, while approachability increases teacher immediacy factors proven to elevate both motivation and perceived learning (Christophel, 1990). Moreover, these relational behaviors exemplify Deci and Ryan's (2000) Self-Determination Theory, particularly the need for relatedness, which strengthens intrinsic motivation. When teachers humanize their interactions, recognize student effort, and minimize fear of error, they address the very conditions that sustain learners' internal drive.

In the Philippine context, where collectivist values and interpersonal warmth are central, a respectful and inclusive classroom holds strong motivational value. Emphasizing respect and community aligns with Vygotsky's (1978) sociocultural theory, which views learning as socially constructed. Thus, a supportive environment is not merely a management strategy but a motivational practice that fosters confidence and sustained learning.

3.2.2. Inspiring Interest through Teachers' Enthusiasm

Many teachers mentioned that their own enthusiasm also drives the way they inspire and involve students in their class. They discussed how this enthusiasm is important for the strategy of motivating students to increase their attentiveness, enthusiasm, and psychological investment in the subject, rather than merely a personality feature. According to participants, students respond favorably and exhibit the same attitude toward learning when teachers teach with humor, enthusiasm, and genuine enjoyment. Therefore, this subject demonstrates how educators use motivation through their expressive enthusiasm, upholding vitality, optimism, and a clear enthusiasm that piques students' interest. The following passage demonstrates how teachers' enthusiasm can spark enthusiasm:

It's important for students to see that you also enjoy what you teach because their attitude changes if they see you're bored. [P5]

I make sure to be lively when teaching so they won't get sleepy. I show that I'm enjoying the lesson to inspire them. [P2]

The topic doesn't seem difficult when they see that you're excited to discuss. They also become eager to participate. [P6]

I put humor and energy into my class because if it's too serious, students lose interest. [P8]

I try to stay motivated so that students can also see it. The teacher's motivation really rubs off on them. [P9]

The participants' responses demonstrate that enthusiasm is an intentional motivational technique teachers use to attract and maintain students' attention. The participants described using behaviors of liveliness, humor, visible enjoyment, and energetic presentation as techniques to increase learners' affective commitment to learning. Brophy's (2010) and Keller's (2010) views on how teachers can act as a pedagogical catalyst for enthusiasm are echoed in the participants' quotations. That is, when teachers exhibit genuine enthusiasm for teaching, they convey that learning is valuable and enjoyable, thus encouraging students to do the same (Brophy, 2010; Keller, 2010). These actions align with the Motivational Teaching Practice Framework proposed by Dörnyei (2001, 2020). These actions particularly fall under the category of "Generating Initial Motivation", which highlights the necessity for educators to use both their personal actions and the classroom setting to create an atmosphere that piques students' early enthusiasm.

According to Frenzel, Goetz, and Pekrun (2009), students become more focused and motivated when their teachers are enthusiastic, a phenomenon akin to mood contagion. According to the affective filter theory, which holds that tranquil minds learn more effectively, students feel secure participating when there is enthusiasm or humor in the classroom because tension decreases and interest increases (Krashen,

1982). Additionally, engaging instruction aligns with Self-Determination Theory (Deci & Ryan, 2000) because it fosters a sense of engagement and trust in ability; when teachers take an active role, students feel supported and motivated to participate.

In the Philippines, enthusiasm relates to *sigla*, or vitality and vigor, as a component of genuine care, or *malasakit*. In the same way people here connect through genuine affection and reverence (a practice known as *pakikipagkapwa-tao*), a teacher's energetic manner draws attention and typically piques learners' curiosity. Contrary to the consensus, motivation in the classroom is not limited to a single individual; rather, it permeates emotions and is encouraged by others around them.

Ultimately, the most important point is that teachers can motivate students by demonstrating genuine, vibrant enthusiasm. They create an emotionally engaging environment in which learning becomes memorable through joy, laughter, and high spirits. Furthermore, their energy powers the entire lesson rather than merely providing additional sound. Moreover, it demonstrates what motivated learning looks like, connects ideas with emotions, and alters the educational atmosphere (Patrick, Hisley, & Kempler, 2000; Dörnyei & Kubanyiova, 2014).

3.2.3. Engaging Learners through Storytelling

Teachers said that by associating information with what individuals already know, stories help engage students and give classes a sense of realism. They apply humor and experience from their own lives or from other examples to help students understand how academic lessons can work in real-life situations. Rather than merely elucidating truths, these stories capture attention and interest, evoke emotions, and enhance the value of material things. Telling and sharing narratives, depending on who is involved, elevate instruction from dry facts into something attainable, increasing students' sense of astonishment and engagement. This concept demonstrates how teachers pique learners' curiosity by using stories and authentic experiences that foster a personal connection. Here is an explanation of how storytelling engages students:

I give them examples taken from real-life situations so they can see that the lesson is useful in real life. [P3]

Sometimes I tell stories about my former students who learned through perseverance; it also inspires others. [P4]

They can connect with the topic more easily when I share events they can relate to. [P8]

When you use storytelling, you can really see that they listen and react; they're not bored. [P6]

The findings showed that teachers who used storytelling to boost motivation could relate lessons to real-life scenarios. Those shared stories aim to give them an understanding of the material and provide them with facts about what they would encounter in academia. Many participants claimed that those stories were crucial in many ways, namely for articulating complex ideas (P1, P3), supporting students through difficult situations (P4), and fostering engagement and involvement while learning in school (P6, P8). Learners were able to learn topics by relating the information provided by teachers, deeply pondering, and applying those ideas through real-life experiences. This technique aligns with Dörnyei's (2020) dimension of Generating Initial Motivation, focusing on how to refine it to make it relevant to L2 subject content. By relating classroom knowledge to students' experiences, storytelling engages students and meets their emotional need for self-reliance and a sense of importance, as proposed in Self-Determination Theory (Deci & Ryan, 2000). With stories, students would see learning as their own.

From a pedagogical standpoint, story instruction aligns with the Attention and Relevance dimensions of the ARCS Model of Motivation (Keller, 2010). The stories' vividness sparks curiosity among learners, and the connection to actual-life circumstances keeps them engaged and confident. Empirical research supports this effect: Denning (2011) and Merrill (2021) found that compelling stories improve concept recall and motivate learners by humanizing knowledge. Similarly, McDrury and Alterio (2003) assert that narrative fosters analytical learning and connections with others, both of which are necessary for commitment and logical thinking. Filipino educators' traditional use of storytelling reflects the indigenous educational tradition of *pagkukuwento* or spoken exchange of stories that convey understanding and values related to community. In this traditional setting, storytelling incorporates *pakikipagkapwa-tao* (shared

identity) and *malasakit* (sincere concern), which empowers teachers to motivate pupils by cultivating relational and intellectual ties. In relation to participants' views, stories that highlight perseverance and success in real life foster students' sense of responsibility and understanding, turning the classroom into a space where people can gather for inspiration.

This idea shows that teachers can motivate students by sharing stories or by storytelling, making it a learning experience with respectful communication and understanding, where students or teachers may have had similar experiences, and how knowledge merges. A deep understanding of learning and how engagement sustains it makes it real through storytelling, which can provide the motivation and a cognitive foundation. According to Bruner (1991), Dörnyei & Kubanyiova (2014), and Keller (2010), it builds motivation through the understanding of the meaning rather than the explicit advantages, making it visible to teachers the way they share the story or narrate; they convey something that is more than storytelling; they let the students have that engagement in the process of learning.

3.2.4. Motivating Learners through Approachability and Support

It was clear from the educators' remarks that many influenced their students not just through their lessons or outside interests, but also by engaging with them and helping them on a deeper level. Teachers often underlined that their students felt heard, seen, and valued when they were affable and empathetic. This transparency encouraged students to freely discuss their struggles, ask for guidance, and remain enthusiastic regardless of setbacks. Teachers explained that retaining a friendly approach by listening, showing understanding, and complimenting student actions increases motivation and builds mutual trust. Their interactions showed that small, consistent acts of empathy, compassion, and awareness, both within and outside the classroom, can sometimes inspire people more than large-scale actions. The following passage illustrates how to stimulate students by being approachable and supportive:

If I notice that a student seems sad or down, I approach them and ask if they are okay. Sometimes a simple check-in already has a big impact. [P6]

I make it a point to acknowledge their efforts, even if they are small. I thank them for their participation so they can feel that they are appreciated. [P7]

It is really difficult at times because there are many classes, but I try my best not to burden the student when there is a concern. One must understand that students come from different backgrounds. [P8]

My approach is not just a teacher–student relationship, but more like that of an older brother or sister, someone they can approach when they have problems, even if these are not related to the subject. [P9]

The teachers believed that accessing and expressing supportive emotions were intentional methods of motivation rather than mere personality traits. Teachers fostered an interactive environment in which students felt at ease and were motivated to participate by showing understanding, keeping lines of communication open, and demonstrating concern for students' issues. It helped illustrate the teachers' approach, which was defined by Christophel (1990) as actions that removed psychological barriers and made students feel comfortable in interactions between educators and learners. When instructors experienced this fulfillment—where students' need for connection was met through being approachable (P1, P4) and demonstrating concern (P6)—they explicitly supported Deci and Ryan's (2000) Self-Determination Theory, particularly the psychological need for relatedness. Students were highly motivated to participate, collaborate, and perform when they perceived that their teachers genuinely cared for them and encouraged self-expression.

This finding aligned with Brophy's (2010) view that recognizing and affirming students increased their confidence and sense of efficacy, which was evident in educators who consistently acknowledged students' efforts (P7). These affirmations inspired students to persist despite setbacks and overcome challenges. Similarly, recognizing individual differences reflected Gay's (2010) approach to instruction, which promoted understanding of students' diverse cultural backgrounds and lived experiences (P8). Further showing how Filipino educators naturally combine familial warmth into their professional interactions, a trait deeply ingrained in Filipino collectivist culture, is the side of caring interchange known

as *murag kanya o ate* (P9). Vygotsky's (1978) sociocultural theory, which explains how this learning can really happen, especially through supportive interactions, is represented by that emotional aspect or proximity.

The theme revealed that teachers in this study are accessible to students and can provide assistance as students use motivation techniques. That willingness to get that attention, to guide and understand the students at a level where teachers can create a comfortable learning environment, with no anxieties or anything that might make the students feel anxious or hinder their learning. By humanizing the relationship between educators and their students, they turn classrooms into communities that are supportive and nurturing, where motivation thrives because students feel really valued, not just because of pressure from outside, and they have that peace. As a result, in the Philippine context, the approachability and supportive environment become crucial motivational strategies that confirm that teachers' role is both to teach and to be compassionate, such as mentoring students' learning.

3.2.5. Sustaining Engagement through Relevant and Interactive Activities

Throughout the interviews, it became clear that teachers regularly mentioned keeping students actively involved through pertinent, practical, and participatory activities as one of their primary motivational techniques. Many stated that when lessons are pertinent to their field of study, relevant to real-world scenarios, and meaningful, students become more motivated. To achieve this, teachers deliberately used dynamic activities such as simulations, games, group discussions, and real-life problem-solving tasks. To make their lectures engaging and easy to understand, they also incorporated humor, collaboration, and current events. For these educators, maintaining student engagement requires more than content delivery; it also entails ensuring that students participate in, enjoy, and find relevance in their learning. How learners remain interested in relevant and engaging tasks is explained in the section that follows:

I use examples related to their course or major so they can understand and relate to the lesson. When they know it's useful for their field, they become more attentive. [P4]

When the topic becomes boring, I make it activity-based. I conduct group tasks or debates so they can engage and share their ideas. [P3]

Sometimes I let them do role-plays to apply what was taught, especially in situational topics. They enjoy it more than just listening. [P8]

When I discuss, I don't just rely on PowerPoint; I add mini games and performance tasks, so they won't get sleepy. [P1]

I use real-world scenarios, such as examples from current events or their work experiences, so they can see the lesson's usefulness. [P5]

We also had collaborative projects where students researched and applied their work to real-life problems. I observed that they were motivated when they knew that what they were doing had practical use. [P9]

Students were motivated and engaged in their lessons, actively participating in their own learning. Teachers acted as learning facilitators, not just lecture presenters, in the classroom. They used real-world examples from students' areas of study to reinforce the lecture material. Students' instrumental motivation (Gardner, 1985) suggests that if what they are learning is practical, they will learn. Students continue to be involved in activities and are more willing to learn when lessons are relevant to what they will eventually do in their field of work. This aligns with Keller (2010) and the ARCS Model of Motivation, which posits that motivation increases when educational goals align with students' goals. When teachers made classrooms more interactive through games, role-plays, group tasks, debates, and other activities, they illustrated Vygotsky's (1978) sociocultural theory. These techniques likely encourage peer interaction and collective meaning-making, thereby enhancing motivation and understanding. Similarly, classroom activities that facilitate active participation, cooperation, and collective success are considered particularly important by Dörnyei (2020), as they help maintain motivation. The teachers' design of activities to keep students moving, thinking, and talking was also reflected in participants' comments—a combination that fosters a more durable kind of engagement. Thus, these approaches can be compatible with the Self-Determination Theory proposed by Deci and Ryan (2000). These activities also help fulfill students' psychological needs

for competence (being able to “do” things), autonomy (choice), and relatedness (connecting with peers), which are linked to success through opportunities for active involvement and pursuing personal interests. The emphasis on cooperative learning and real-world application (P9) strongly supports Kolb’s (1984) experiential learning theory, which posits that students become more motivated when they actively apply knowledge through concrete experiences and reflective practice. When learning extends beyond passive reception and allows students to engage in meaningful tasks, they are more likely to internalize concepts and sustain interest. In the Philippine classroom context, interactive and contextualized activities align with the cultural value placed on social community and collective learning. Filipino students tend to be more engaged when lessons encourage collaboration, peer interaction, and relational learning, as these practices foster a sense of belonging and shared responsibility.

Moreover, the incorporation of varied activities makes learning more enjoyable and purposeful, transforming lessons from routine tasks into dynamic experiences. Fresh and creative ideas capture students’ attention when they are connected to learners’ interests and real-life situations. Hands-on activities, games, and collaborative tasks help students see the relevance of what they are learning, thereby increasing intrinsic motivation.

4. DISCUSSION

The results from both the quantitative and qualitative phases provide a clearer and more meaningful picture of how teachers motivate their students. Rather than viewing each set of findings separately, their combination allows for a richer interpretation of how numbers translate into real classroom experiences. This integration offers a deeper and more contextualized understanding of teachers’ motivational teaching practices by revealing not only which strategies are most frequently used, but also how and why these strategies work in actual classroom settings. By combining measurable patterns with teachers’ explanations and experiences, it clarifies the underlying reasons, instructional processes, and contextual factors that contribute to the effectiveness of these practices.

The integration of quantitative and qualitative findings revealed strong convergence across the overall results, indicating that both datasets consistently highlight the central role of teachers’ relational and motivational behaviors in fostering student engagement. By combining numerical trends with in-depth qualitative insights, the study provides a richer and more nuanced understanding of how these practices operate in higher education classrooms. The use of a joint display allows for a comprehensive interpretation of the merged results, drawing attention not only to areas of convergence but also to divergences and complementarities between the two strands. Table 8 illustrates this integration by presenting a side-by-side comparison of quantitative evidence, represented by survey item means, alongside the corresponding qualitative themes.

Dörnyei’s Motivational Teaching Practice Framework provided the quantitative results, while Braun and Clarke’s thematic analysis produced the qualitative themes. By merging these two strands, the study established places of convergence, where results directly aligned; expansion, where qualitative insights expanded quantitative results; and complementarity, where both strands mutually described features of motivation not captured by one alone. The quantitative data showed that the first dimension, Creating Basic Motivational Conditions, obtained a high mean score ($M=3.91$), showing that teachers commonly establish fairness, mutual respect, and emotional safety in their classes. In a similar vein, theme 1 of the qualitative data supports this conclusion by describing how educators create a supportive environment based on compassion and empathy. Teachers in the interviews say a student has a deep understanding of what they are supposed to be doing, but they will likely just go through the motions and fail to really engage in the learning process. A student failing to understand the topics that are covered tends to fall behind in the curriculum, and it is likely to cause the student to discontinue involvement with the learning process. While the complexity and depth of a narrative are indeed indicated by the number of times that words are used, it appears that it is a character’s relationships with other characters that are of prime importance.

The findings of this research validate Brophy’s (2010) theory that a classroom’s environment is emotionally colored by teachers and influences pupils’ reactions. This environment is greatly influenced by the teachers’ non-verbal signals, classroom management, and how teachers interact with the pupils. This assertion is supported by research, which reveals that within higher education, relational safety remains as

vital as in basic education, confirming that adult learners. Individuals tend to rely on emotional bonds for participation in groups through the integration of both. This study confirms that communication strategies that include receptiveness, fairness, and treating employees as equals have significant positive effects on employee motivation and morale. Pedagogical practices that directly contribute to students' sense of involvement.

Table 8. Quantitative and Qualitative Data Triangulation

Aspect	Quantitative Result	Qualitative Result	Integration
Teaching Practices	Creating Basic Motivational Conditions M=3.91 (High) The strategy is frequently practiced, and teachers often integrate it into class.	Theme 1: Encouraging a Respectful and Supportive Environment (Motivation through fairness and empathy)	Convergent – High quantitative mean aligns with teachers' emphasis on fairness, empathy, and emotional safety that foster student confidence and engagement.
	Generating Initial Motivation M=3.39 (Moderate) The strategy is sometimes practiced, and it is evident but not consistent.	Theme 2: Inspiring Interest through Teacher Enthusiasm (Motivation through energy and liveliness)	Convergent – High quantitative result supports teachers' deliberate use of enthusiasm, humor, and passion to ignite curiosity and emotional engagement.
	Generating Initial Motivation M=3.39 (Moderate) The strategy is sometimes practiced, and it is evident but not consistent.	Theme 3: Engaging Learners through Storytelling (Motivation through real-life narratives)	Expansion – Qualitative data extend quantitative findings by showing that storytelling is not just a technique but a cultural and cognitive bridge that enhances meaning-making.
	Maintaining and Protecting Motivation M=3.86 (High) The strategy is frequently practiced, and teachers often integrate it into class.	Theme 4: Motivating Learners through Approachability and Support (Motivation through openness and care)	Complementary – Quantitative means support qualitative accounts that approachability and emotional support are key to sustaining students' effort and persistence.
	Encouraging Positive Self-Evaluation M=3.93 (High) The strategy is frequently practiced, and teachers often integrate it into class.	Theme 5: Sustaining Engagement through Relevant and Interactive Activities (Motivation through participatory and practical learning)	Convergent – Both strands show that interactive, authentic tasks enhance students' sense of competence and intrinsic motivation.

The second dimension, Generating Initial Motivation, garnered a moderate mean score (M=3.39), suggesting that teachers consistently employ techniques to ignite student interest and attention at the beginning of instruction. With this, educators often use ways to keep their students' attention. This is supported by the findings of the second topic, which are summarized qualitatively below, demonstrating that teachers primarily pique students' interest through excitement. According to the qualitative descriptions, having interests can be under a sample of emotional indicators. Students react to the teachers by being into the topic, and this makes teachers encourage pupils to participate in class. This congruence confirms the theoretical statement that enthusiasm is not only a personal attribute but a pedagogical activity. The intention was to spark interest. This study's findings support those of Keller (2010), which is the ARCS model of motivation, which emphasizes relevance and attention as prerequisites for learning engagement. The current study corroborates these findings by stating that the stated conclusion was correct. A classroom environment in the Philippines where teachers' enthusiasm heightens students' attention levels is observed. As Patrick, Hisley, and Kempler (2000) pointed out, enjoyment is a key motivator. Average quantitative scores and rich qualitative descriptions together indicate that enthusiasm serves as a teachable, deliberate motivational practice, expressing both vitality (*sigla*) and care (*malasakit*), two cultural values that define how Filipino teachers emotionally connect with their students.

The qualitative data offered an additional viewpoint through theme 3, which is engaging learners through storytelling, while staying within the exact dimension of creating initial motivation. While the quantitative results showed that teachers often effectively stimulate curiosity, the qualitative strand expanded this understanding by demonstrating how teachers make classes interesting through stories based on real-life experiences. Teachers noted that they often include tales about prior students, community events, or their own professional paths to clarify complex ideas and sustain learners' attention. This amplification of meaning demonstrates that storytelling serves as a motivational link between lived experience and abstract information, rather than merely as an educational example.

According to Dörnyei's (2001) theory, increasing the relevance of learning information is crucial for creating motivation. The current study, however, expands on this idea by placing it in the Philippine context, where storytelling is part of the cultural practice of *pagkukuwento*, a platform for the exchange of information and communal insight. The web serves as a means of communal interaction and shared knowledge. These results align with Merrill's (2021) findings, which showed that learning through stories is effective for memory retention, as in the current study. Findings go further, indicating that storytelling simultaneously supports emotional involvement by connecting learning to personal and communal reality. Teachers using the stories of successful individuals as an incentive can be a culturally relevant motivational technique in which people are deliberately informed of the success stories of other people. This technique is successful in motivating people as it appeals to people's emotions.

While the first section of the discussion focused on how motivational foundations are established through respect, passion, and storytelling, the following characteristics show how teachers can cultivate innovative educators who can strengthen these motivational practices through interactive educational activities and support. In line with this idea, Dörnyei's motivation model also indicates that learners form intentions to achieve their goals. This process of goal formation then contributes to the generation of the necessary will and commitment to undertake the actions necessary for goal achievement. Motivation arises from a need for achievement. Firstly, one must generate motivation, and following this, the goal must be maintained and reinforced through appropriate planning and positive self-evaluation.

Quantitatively, the third dimension, Maintaining and Protecting Motivation, obtained a high mean score ($M=3.86$), suggesting that teachers consistently sustain students' effort and persistence across lessons. The qualitative findings reinforce this result through theme 4, which highlights how teachers motivate students by being approachable, understanding, and consistently supportive. Participants described their motivational efforts as grounded in care and responsiveness—checking on students' difficulties, offering individualized guidance, and acknowledging incremental progress. These practices demonstrate how emotional accessibility becomes a form of pedagogical commitment. The integration of these strands indicates that motivation is not inherently self-sustaining; rather, it is continually strengthened through the teacher's relational engagement.

The convergence between the quantitative and qualitative results further reveals that teacher approachability functions as a preventive mechanism against demotivation. When students perceive their teachers as accessible and supportive, they are more willing to seek clarification, persist through academic challenges, and sustain their effort. This pattern affirms the assertion of Skinner and Belmont (1993) that perceived teacher care is linked to higher levels of engagement and resilience. The present study, however, adds a culturally specific dimension by illustrating that Filipino higher-education teachers enact this relational care not only through feedback and consultation but also through *pakikipagkapwa-tao*, a cultural expression of empathy, mutuality, and shared humanity. In this respect, the findings support and extend Dörnyei's (2001) motivational dimension of Maintaining and Protecting Motivation by showing that motivational preservation emerges from social and emotional reciprocity rather than from reward systems or performance-driven pressure.

Furthermore, Dörnyei and Kubanyiova's (2014) statement that interpersonal awareness is required for sustained motivated maintenance is supported by the teachers' commitment to frequent communication and individualized attention. The current study supports the claim by illustrating how Filipino educators convey such sensitivity through simple but significant actions, such as quick check-ins, encouraging messages, and an identifiable presence in both online and offline learning environments, all of which support students' enthusiasm and morale. These actions show how learners' need for a shared experience, a sense of closeness that strengthens perseverance, is met, according to Ryan and Deci (2017).

Thus, the combination of quantitative and qualitative evidence suggests that relational continuity, where teachers' involvement, empathy, and acute awareness protect students' dedication against idleness, disengagement, or academic strain, is the foundation for persistent inspiration rather than harsh discipline.

Moreover, the teachers' emphasis on consistent communication and individualized attention aligns with Dörnyei and Kubanyiova's (2014) argument that sustained motivational maintenance requires interpersonal sensitivity. The present study advances this claim by demonstrating how Filipino teachers operationalize such sensitivity through small yet meaningful actions, brief check-ins, affirming messages, and a visible presence in both physical and digital learning spaces, which collectively uphold students' momentum and morale. These behaviors exemplify what Ryan and Deci (2017) describe as the fulfillment of learners' need for relatedness, a sense of connection that strengthens perseverance. The integration of quantitative and qualitative evidence, therefore, suggests that sustained motivation is grounded not in rigid discipline but in relational continuity, wherein teachers' presence, empathy, and attentiveness safeguard students' persistence against fatigue, discouragement, or academic strain.

Equally important, the final dimension, which is Encouraging Positive Self-Evaluation, garnered the highest quantitative mean score ($M=3.93$), indicating that teachers excel in implementing practices that help students recognize their own growth and develop competence. The qualitative findings corroborate this through theme 5, which shows that teachers sustain engagement by designing relevant, participatory, and interactive learning activities. Participants explained that authentic performance tasks, collaborative projects, and problem-solving exercises not only make learning more meaningful but also allow students to witness their progress firsthand. This convergence between quantitative and qualitative strands suggests that motivation ultimately culminates in self-recognition. Students remain engaged when they can clearly perceive and experience their own improvement.

The merged interpretation affirms that the most enduring form of motivation arises when learners internalize success through concrete experiences rather than relying solely on external validation. This conclusion supports Bandura's (1997) theory of self-efficacy, which posits that mastery experiences serve as the most powerful source of motivation. It also aligns with Deci and Ryan's (2000) Self-Determination Theory, as the findings demonstrate that teachers create conditions that fulfill learners' need for competence, thereby enhancing intrinsic motivation. Moreover, the integrated results reinforce Keller's (2010) principle that meaningful learning requires both relevance and satisfaction; when students participate in tasks that reflect real-world contexts, their sense of relevance deepens, and the accompanying satisfaction transforms into renewed motivational energy. Thus, the study strengthens these theoretical propositions by showing how participatory, authentic learning experiences actively cultivate competence, confidence, and sustained motivation throughout the learning cycle.

Taken together, the integration of these final dimensions connects seamlessly with the earlier discussion on enthusiasm and storytelling. Collectively, they form a developmental trajectory of motivation in higher education: motivation begins with the establishment of respect and emotional safety, advances through interest-generation via enthusiasm and narrative engagement, and is maintained through relational support and participatory reinforcement. The overall pattern illustrates that motivation is not a static state but a cyclical process involving emotional activation, relational maintenance, and competence affirmation. Each dimension and theme contributes to a comprehensive motivational ecosystem that continuously renews students' willingness to learn.

In synthesizing these findings, the study supports and extends existing motivational theories by showing that teacher motivational practices are emotionally intentional, culturally grounded, and pedagogically strategic. Respect and empathy provide the foundation; enthusiasm and storytelling ignite curiosity; teacher approachability sustains engagement; and interactive, authentic tasks consolidate students' sense of success. These integrated outcomes affirm that motivational practices are not incidental but are deliberately orchestrated to nurture learners' intrinsic motivation, thereby aligning with and reinforcing Dörnyei's framework.

Finally, the integration of quantitative and qualitative findings demonstrates that motivation in the Philippine higher-education context is both universal and contextual in its correspondence with established motivational principles, and contextual in its embodiment of Filipino relational values. In doing so, the study contributes to the broader discourse on motivation by affirming existing theoretical models while situating them within a culturally responsive framework. The findings underscore that effective teaching

extends beyond knowledge transmission; it also involves cultivating relationships, sustaining emotional energy, and designing meaningful learning experiences that allow students to thrive, an assertion strongly supported by the integrated evidence from both strands. Especially, the foundation is laid by respect and empathy; enquiry is stimulated by enthusiasm and storytelling; commitment is fostered by the instructor's approachability; and students' sense of accomplishment becomes reinforced by interesting, real challenges. Student motivation flourishes in relational environments because these practices address the psychological need for relatedness and competence. When teachers form meaningful relationships and show approachability (e.g., the Filipino *kuya/ate* approach), they remove psychological barriers, making students feel safe to take cognitive risks. Authentic enthusiasm acts as a pedagogical catalyst, where a teacher's visible enjoyment piques student interest through mood contagion. Finally, connecting lessons to everyday lives through storytelling transforms dry facts into attainable, real-world knowledge, fostering intrinsic motivation. Incorporating such findings, the study illustrates that teacher motivational strategies are academically deliberate, culturally contextualized, and emotionally meaningful. These unified outputs support and validate Dörnyei's theory by showing that motivational activities are deliberately created to promote learners' intrinsic motivation rather than being inadvertent.

At some point, the intersection of quantitative and qualitative results indicates that motivation in the environment of higher education in the Philippines is both global and contextual. It is universal in that it aligns with recognized motivational concepts and contextual in that it reflects Filipino relationship values. The study contributes to the broader discussion on motivation by affirming existing theoretical models and situating them within a structure that is attentive to cultural diversity. In totality, the research points out that good teaching goes beyond simply passing on knowledge; it also involves promoting connections, sustaining emotional vitality, and creating engaging possibilities for learning that allow students to thrive, a claim that has been well-supported by the combined data from both strands.

5. CONCLUSION

This study focused on the motivational teaching strategies employed by university teachers of the non-sectarian higher education institution through a convergent parallel mixed-method approach. Findings indicated the ability of the lecturers to motivate students through the provision of supportive classroom environments, the sustaining of student engagement, and the encouragement of positive self-evaluation. The quantitative data indicated high levels in the aforementioned factors, while the qualitative data attributed motivation to teacher enthusiasm, storytelling, approachability, and the provision of relevant activities. Results confirmed that the teaching of the non-sectarian higher education institution lecturers was empathetic, passionate, and authentic, and that this was the contributing factor that strengthened student motivation. To sum it up, the motivational teaching practices that were employed by university lecturers at a non-sectarian higher education institution were based on balanced teacher-student relationships and focused on enabling students to actively engage in learning, thereby enhancing the meaningfulness of the learning experience.

Based on these findings, several practical implications emerge. Educators should shift from being *lecturers* to *learning facilitators* by incorporating humor, storytelling, and active check-ins to build trust. Furthermore, institutions should provide training in innovative, relational teaching methodologies rather than just content-based workshops. Finally, curriculum developers are encouraged to design materials that are contextually relevant to students' career objectives and lived experiences.

In future studies, researchers are encouraged to widen the parameters of the study by incorporating several higher education institutions or geographic regions to obtain a more extensive portrayal of motivational teaching strategies. The addition of more geographic regions and more institutions would enable researchers to make more refined and diverse comparisons based on the varying institutional cultures, academic disciplines, and diverse student populations. It is recommended that future researchers use different student sampling approaches, student data collection, direct classroom observation, or student academic data.

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