

Instructional Motivation Strategies and Their Influence on Pupils' Learning Outcomes

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ABSTRACT

This study examined the instructional motivation strategies employed by teachers and their influence on pupils' learning outcomes in Aurora East District, Zamboanga del Sur, Philippines. Specifically, the research focused on four instructional motivation strategies: setting objectives, reinforcing effort, summarizing and note-taking, and assigning homework and providing practice. A descriptive-comparative research design was utilized to determine the extent to which these strategies were manifested and their perceived effectiveness in enhancing pupils' learning. The respondents of the study consisted of nineteen (19) school administrators and one hundred ninety-eight (198) teachers from selected elementary schools in Aurora East District during the school year 2019–2020. Data were collected using a structured survey questionnaire and analyzed using descriptive statistics such as mean and standard deviation, while an independent samples t-test was used to determine differences in perceptions between administrators and teachers. The findings revealed that instructional motivation strategies were generally highly manifested among teachers, particularly in reinforcing effort and providing recognition to pupils. These strategies were found to contribute positively to pupils' engagement and learning effectiveness. However, slight variations were observed between the perceptions of administrators and teachers regarding the implementation of certain strategies. The study highlights the importance of strengthening instructional motivation practices to improve pupils' academic engagement and learning outcomes in elementary education.

Keywords: instructional motivation, teaching strategies, pupils' learning outcomes, elementary education, teacher effectiveness.

INTRODUCTION

Education plays a crucial role in promoting intellectual development and improving the quality of human resources in society. In the classroom context, teachers serve as key agents in shaping learners' academic achievement through the instructional strategies they employ. Effective teaching practices significantly influence students' engagement, motivation, and academic performance. Studies have consistently shown that well-structured instructional strategies help learners better understand academic content and develop critical thinking skills necessary for meaningful learning (Hattie, 2023; Putra, 2025; Schunk & DiBenedetto, 2020). Moreover, the quality of teaching strategies implemented by teachers directly contributes to students' learning experiences and academic success in different educational settings (Darling-Hammond et al., 2020; OECD, 2021).

Instructional motivation refers to the teaching approaches and strategies used by educators to stimulate learners' interest, maintain engagement, and encourage active participation in the learning process. Motivational instructional practices enable students to develop positive learning attitudes and sustain effort toward academic tasks. Research indicates that strategies such as setting clear objectives, reinforcing student effort, and providing constructive feedback significantly enhance students' learning motivation and academic performance (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020; Wentzel & Miele, 2022). These motivational practices help learners recognize the relationship between effort and achievement, which ultimately promotes persistence and improved academic outcomes (Eccles & Wigfield, 2020; Ryan & Deci, 2020).

Recent educational research emphasizes the importance of evidence-based instructional strategies that foster active learning and cognitive development among students. Strategies such as summarizing information, note-taking, and providing structured practice opportunities have been found to enhance students' comprehension and retention of knowledge (Dunlosky et al., 2020; Hattie, 2023; Putra, 2025). Furthermore, learner-centered teaching approaches encourage students to become active participants in their own learning process by promoting collaboration, critical thinking, and problem-solving skills (Darling-Hammond et al., 2020; OECD, 2021). When these strategies are implemented effectively, they contribute to improved learning outcomes and a more engaging classroom environment (Wentzel & Miele, 2022).

Despite the recognized importance of instructional motivation strategies in enhancing student learning, many schools continue to experience challenges in achieving the desired level of academic performance among pupils. In developing educational contexts, factors such as limited resources, varying teaching competencies, and insufficient professional development opportunities may affect the implementation of effective instructional strategies (OECD, 2021; Putra, 2025; Ryan & Deci, 2020). Consequently, examining the instructional motivation practices of teachers and their influence on pupils' learning outcomes is essential in improving teaching effectiveness and educational quality. This study, therefore, investigates the instructional motivation strategies employed by teachers in Aurora East District and examines their influence on pupils' learning outcomes.

Objectives

The primary objective of this study was to examine the instructional motivation strategies employed by teachers and their influence on pupils' learning outcomes in Aurora East District, Zamboanga del Sur, Philippines.

Specifically, the study aimed to:

Determine the extent to which instructional motivation strategies are manifested by teachers in terms of:

- a) setting objectives;
- b) reinforcing effort;
- c) summarizing and note-taking; and
- d) assigning homework and providing practice.

Assess the effectiveness of these instructional motivation strategies in enhancing pupils' learning outcomes.

Compare the perceptions of school administrators and teachers regarding the manifestation of instructional motivation strategies in the classroom.

METHODOLOGY

This study employed a descriptive-comparative research design to examine the instructional motivation strategies employed by teachers and their influence on pupils' learning outcomes in Aurora East District,

Zamboanga del Sur, Philippines. The descriptive approach was utilized to determine the extent to which instructional motivation strategies were manifested by teachers in the teaching–learning process, while the comparative approach was used to examine differences in the perceptions of school administrators and teachers regarding the implementation of these strategies. The respondents of the study consisted of 19 school administrators and 198 teachers from public elementary schools in Aurora East District during the school year 2019–2020. The administrators included principals, head teachers, and teachers-in-charge, while the teachers represented various grade levels across the selected schools. These participants were selected because they are directly involved in the implementation and supervision of instructional practices within the school system.

Data were gathered using a structured survey questionnaire designed to assess the instructional motivation strategies manifested by teachers. The instrument focused on four instructional strategies, namely: setting objectives, reinforcing effort, summarizing and note-taking, and assigning homework and providing practice. A four-point Likert scale was used to measure the extent to which these strategies were practiced in classroom instruction. Prior to the conduct of the study, permission was secured from the district supervisor and school administrators of the selected schools. The researcher personally distributed the questionnaires to the respondents and assured them of the confidentiality of their responses. The collected data were analyzed using descriptive statistics, including frequency, percentage, and weighted mean, to determine the extent of manifestation of instructional motivation strategies. Furthermore, an independent samples t-test was employed to determine whether there was a significant difference between the perceptions of school administrators and teachers at a 0.05 level of significance.

RESULTS AND DISCUSSION

This section presents the results of the study on the instructional motivation strategies employed by teachers in Aurora East District and their influence on pupils’ learning outcomes. The data are presented through tables and are followed by corresponding discussions to facilitate clearer interpretation of the findings.

Table 1. Instructional Motivation Strategies in Terms of Setting Objectives

Indicators	Mean	Interpretation
Teachers clearly state lesson objectives to pupils	3.62	Always Manifested
Teachers explain the expected learning outcomes	3.58	Always Manifested
Teachers guide pupils toward achieving learning goals	3.55	Always Manifested
Teachers encourage pupils to focus on learning targets	3.50	Always Manifested
Overall Mean	3.56	Always Manifested

Table 1 presents the instructional motivation strategies manifested by teachers in terms of setting objectives. The overall mean of 3.56, interpreted as Always Manifested, indicates that teachers consistently establish clear learning objectives during classroom instruction. Setting clear instructional goals helps pupils understand what they are expected to learn and provides direction for their academic activities. When teachers clearly communicate learning objectives, students are more likely to stay focused and become actively involved in classroom discussions and learning tasks. This finding suggests that teachers in the Aurora East District effectively use goal-setting strategies to guide pupils’ learning and improve their academic engagement.

The strong manifestation of setting clear lesson objectives implies that teachers in Aurora East District are providing pupils with structured learning direction, which supports goal-oriented learning and improves students’ academic engagement. Clear instructional objectives help pupils understand expectations and align their efforts with specific learning outcomes, thereby promoting self-regulated learning and academic motivation (Hattie, 2023; Ryan & Deci, 2020; Schunk & DiBenedetto, 2020). When students are aware of lesson goals, they are more likely to participate actively in classroom activities and demonstrate higher levels of cognitive engagement (Wentzel & Miele, 2022). Furthermore, establishing clear learning targets enhances instructional clarity, which has been identified as a key factor influencing student achievement in classroom settings (Darling-Hammond et al., 2020; Hattie, 2023). Thus, strengthening teachers’ practices in communicating learning objectives may further enhance pupils’ learning outcomes and classroom participation.

Table 2. Instructional Motivation Strategies in Terms of Reinforcing Effort

Indicators	Mean	Interpretation
Teachers recognize pupils' effort in learning activities	3.70	Always Manifested
Teachers provide encouragement for pupils to perform better	3.66	Always Manifested
Teachers motivate pupils to persevere in difficult tasks	3.60	Always Manifested
Teachers emphasize the importance of effort in learning	3.58	Always Manifested
Overall Mean	3.64	Always Manifested

Table 2 shows the instructional motivation strategies manifested by teachers in terms of reinforcing effort. The overall mean of 3.64 indicates that teachers consistently motivate pupils by recognizing their effort and encouraging perseverance in academic tasks. Reinforcing effort is an important motivational strategy because it helps pupils develop positive attitudes toward learning and builds their confidence in completing challenging activities. When teachers acknowledge students' efforts, pupils are more motivated to participate actively in classroom activities and strive for academic improvement.

The consistent use of reinforcing effort suggests that teachers play an important role in motivating pupils to persevere in their learning tasks and develop positive academic behaviors. Recognizing students' effort encourages learners to value persistence and resilience, which are essential components of academic success (Ryan & Deci, 2020; Eccles & Wigfield, 2020). When teachers acknowledge students' hard work rather than focusing solely on performance outcomes, pupils are more likely to develop intrinsic motivation and a growth mindset toward learning (Schunk & DiBenedetto, 2020). Research also indicates that reinforcement strategies help build students' confidence and encourage continuous improvement in academic tasks (Wentzel & Miele, 2022). Therefore, the use of reinforcement strategies in classroom instruction may contribute to improved learning engagement and stronger academic persistence among pupils (Hattie, 2023; Ryan & Deci, 2020).

Table 3. Instructional Motivation Strategies in Terms of Summarizing and Note-Taking

Indicators	Mean	Interpretation
Teachers guide pupils in summarizing key ideas	3.48	Almost Always Manifested
Teachers encourage pupils to take notes during lessons	3.45	Almost Always Manifested
Teachers help pupils identify important information	3.42	Almost Always Manifested
Teachers allow pupils to organize ideas through summaries	3.40	Almost Always Manifested
Overall Mean	3.44	Almost Always Manifested

Table 3 presents the instructional motivation strategies manifested by teachers in terms of summarizing and note-taking. The overall mean of 3.44, interpreted as Almost Always Manifested, indicates that teachers frequently encourage pupils to summarize lessons and record important information during classroom instruction. These strategies help pupils organize knowledge and improve comprehension of lesson content. Summarizing and note-taking also enhance pupils' ability to recall information and develop independent learning habits.

The frequent use of summarizing and note-taking strategies implies that teachers are helping pupils develop cognitive skills necessary for organizing and retaining information effectively. These strategies encourage students to process academic content more deeply by identifying key ideas and synthesizing essential information from lessons (Dunlosky et al., 2020). When learners summarize and record important points, they engage in active learning processes that strengthen comprehension and memory retention (Schunk & DiBenedetto, 2020). Moreover, note-taking promotes metacognitive awareness, allowing students to monitor their understanding of lesson content and adjust their learning strategies accordingly (Wentzel & Miele, 2022). The integration of summarizing and note-taking activities in classroom instruction therefore supports the development of independent learning skills and contributes to improved academic performance among pupils (Hattie, 2023; Dunlosky et al., 2020).

Table 4. Instructional Motivation Strategies in Terms of Assigning Homework and Providing Practice

Indicators	Mean	Interpretation
Teachers assign homework to reinforce learning	3.52	Always Manifested
Teachers provide exercises for skill development	3.49	Almost Always Manifested
Teachers give opportunities for practice and review	3.47	Almost Always Manifested
Teachers monitor pupils' homework performance	3.44	Almost Always Manifested
Overall Mean	3.48	Almost Always Manifested

Table 4 shows the instructional motivation strategies manifested by teachers in terms of assigning homework and providing practice. The overall mean of 3.48 suggests that teachers regularly provide practice activities and homework to reinforce pupils' learning. Homework assignments allow pupils to review classroom lessons and apply their knowledge outside the classroom setting. Providing structured practice opportunities helps learners strengthen their understanding of academic concepts and improve their academic performance.

The consistent use of homework and practice activities suggests that teachers provide pupils with opportunities to reinforce and extend their learning beyond classroom instruction. Practice activities allow students to apply newly learned concepts and strengthen their mastery of academic skills through repetition and review (Hattie, 2023). Homework assignments also encourage learners to develop responsibility, discipline, and independent study habits that contribute to academic success (Darling-Hammond et al., 2020). Research indicates that structured practice opportunities improve knowledge retention and help students consolidate their understanding of complex concepts (Dunlosky et al., 2020). Additionally, meaningful homework tasks can enhance students' engagement and encourage collaboration with peers and family members in the learning process (Wentzel & Miele, 2022). Thus, providing purposeful homework and practice activities remains an important instructional strategy for strengthening pupils' learning outcomes.

Table 5. Difference Between the Perceptions of School Administrators and Teachers

Respondents	Mean	Computed t-value	p-value	Interpretation
School Administrators	3.55			
Teachers	3.50	1.21	0.23	Not Significant

Table 5 presents the comparison between the perceptions of school administrators and teachers regarding the manifestation of instructional motivation strategies. The computed p-value of 0.23, which is greater than the 0.05 level of significance, indicates that there is no significant difference between the responses of the two groups of respondents. This suggests that both school administrators and teachers share similar perceptions regarding the implementation of instructional motivation strategies in classroom instruction. The result indicates a common understanding among educators about the importance of motivational teaching practices in enhancing pupils' learning.

The absence of a significant difference between the perceptions of school administrators and teachers implies a shared understanding regarding the importance of instructional motivation strategies in improving pupils' learning outcomes. This alignment suggests that both administrators and teachers recognize the value of implementing motivational instructional practices within the classroom environment (Darling-Hammond et al., 2020). When school leaders and teachers share common perspectives on instructional strategies, it promotes collaborative efforts in improving teaching practices and strengthening instructional leadership within schools (Hattie, 2023). Furthermore, a shared vision regarding effective teaching practices may support the implementation of consistent instructional policies and professional development initiatives (OECD, 2021). Such collaboration between administrators and teachers is essential in fostering a supportive learning environment that enhances pupils' academic engagement and achievement (Ryan & Deci, 2020; Wentzel & Miele, 2022).

CONCLUSION

The findings of the study revealed that instructional motivation strategies were highly manifested by teachers in Aurora East District across the four instructional dimensions: setting objectives, reinforcing effort, summarizing and note-taking, and assigning homework and providing practice. Among these strategies, reinforcing effort and setting objectives were particularly evident in classroom instruction, indicating that teachers consistently guide pupils toward achieving learning goals and encourage them to exert effort in their academic tasks. Meanwhile, summarizing and note-taking and assigning homework and providing practice were also regularly implemented, helping pupils organize information, reinforce learned concepts, and develop independent learning habits. These results suggest that teachers actively apply motivational instructional strategies to support effective classroom learning.

The study also concluded that the instructional motivation strategies employed by teachers were effective in enhancing pupils' learning outcomes. The consistent implementation of goal setting, reinforcement of effort, and structured learning activities helped promote pupils' engagement, comprehension, and participation in classroom learning. By providing opportunities for practice and encouraging active involvement in learning activities, teachers were able to foster a supportive learning environment that contributes to improved academic performance and the development of positive learning attitudes among pupils.

Finally, the findings indicated that there was no significant difference between the perceptions of school administrators and teachers regarding the manifestation of instructional motivation strategies in the classroom. Both groups of respondents shared similar views about the extent to which these strategies were practiced in teaching and learning processes. This alignment suggests a common understanding among educators about the importance of motivational instructional practices in promoting effective learning experiences for pupils.

Ethical Consideration

This study strictly adhered to established ethical research standards to ensure the protection, dignity, and rights of all participants involved in the investigation. Before the conduct of the study, permission to administer the survey was obtained from the appropriate educational authorities and school administrators in the Aurora East District. The respondents were fully informed about the purpose, objectives, and procedures of the research, as well as the voluntary nature of their participation. Informed consent was obtained from all participants before the distribution of the questionnaires. Participants were assured that their responses would be treated with strict confidentiality and would be used solely for academic and research purposes.

To safeguard the privacy of the respondents, anonymity was maintained throughout the study by ensuring that no personally identifiable information was collected or disclosed in the research report. Participants were also informed that they had the right to withdraw from the study at any stage without any penalty or negative consequences. All data collected was handled with strict confidentiality and stored securely to prevent unauthorized access. The researchers ensured that the study complied with ethical principles related to integrity, respect for participants, and responsible data management throughout the entire research process.

Conflict Of Interest

The authors declare that there are no financial, personal, institutional, or professional conflicts of interest that could have influenced the design, conduct, analysis, or reporting of this study. The research was conducted independently, and the findings presented in this paper reflect the authors' objective interpretation of the data. No external funding or sponsorship influenced the results or conclusions of the study.

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