

Teachers' Motivation, Competence, and Collaborative Skill

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ABSTRACT

This study examined the levels, differences, and relationships among teachers' motivation, competence, and collaborative skill across selected profile variables. Using a quantitative descriptive-comparative-correlational design, data were collected from 484 teachers from the 1st, 2nd, and 3rd Congressional Districts. Frequency counts and percentages were used to describe the demographic profile of respondents, while mean and standard deviation determined the levels of teachers' motivation, competence, and collaborative skill. Analysis of Variance (ANOVA) tested significant differences across profile variables, and Pearson's r determined the relationships among the three constructs. Results revealed that teachers demonstrated high levels of motivation ($M = 4.17$), competence ($M = 4.20$), and collaborative skill ($M = 4.20$). Significant differences were found in motivation, competence, and collaborative skill when teachers were classified according to rank and position and educational attainment, while no significant differences were observed across age and congressional district. Additionally, teachers' motivation, competence, and collaborative skill showed significant positive relationships, indicating that higher motivation is associated with stronger competence and collaborative capacity. These findings highlight the importance of professional development, academic advancement, and leadership roles in strengthening teachers' professional effectiveness and collaborative engagement within schools.

Keywords: teacher motivation, teacher competence, collaborative skill, professional development, educational leadership

INTRODUCTION

Teachers play a crucial role in creating effective learning environments, shaping student achievement, and fostering positive school cultures. Contemporary educational research emphasizes that teachers' motivation, professional competence, and collaborative capacity are among the most influential factors in improving instructional quality and school effectiveness. Teacher motivation drives educators to perform their duties with commitment and persistence, while professional competence ensures mastery of pedagogical knowledge, instructional strategies, and classroom management practices necessary for meaningful learning experiences. Recent studies highlight that motivated and competent teachers demonstrate stronger instructional performance and greater adaptability to changing educational demands (Skaalvik & Skaalvik, 2022; Collie, 2023).

Equally important is teachers' collaborative skill, which has become a central component of modern educational practice. Collaboration enables teachers to engage in professional dialogue, share best practices, and collectively address instructional challenges within professional learning communities. Research in recent years indicates that collaborative cultures within schools significantly enhance instructional innovation, teacher efficacy, and student outcomes (Hargreaves & O'Connor, 2022; Admiraal et al., 2023). Moreover, collaborative engagement strengthens reflective teaching practices and promotes collective responsibility for student learning, thereby reinforcing sustainable school improvement efforts (Vangrieken et al., 2023).

In contemporary educational systems, the interplay among motivation, competence, and collaboration has gained increasing scholarly attention. Studies suggest that when teachers are highly motivated and

professionally competent, they are more likely to participate actively in collaborative professional networks and contribute to school-based decision-making processes (Thoonen et al., 2022; Liu et al., 2024). Such interaction among professional attributes cultivates a supportive institutional culture characterized by shared accountability, continuous professional growth, and improved instructional outcomes.

Despite the recognized importance of these professional attributes, variations may exist depending on teachers' demographic and professional characteristics such as age, educational attainment, rank and position, and length of service. Research suggests that these variables may influence teachers' professional engagement, learning opportunities, and collaborative participation (OECD, 2023; Darling-Hammond et al., 2024). Understanding how these factors relate to teachers' motivation, competence, and collaborative skill can provide valuable insights for educational leaders and policymakers in designing responsive professional development programs and strengthening instructional leadership in schools. Hence, this study investigated the levels of teachers' motivation, competence, and collaborative skill, the differences across profile variables, and the relationships among these constructs.

METHOD

Research Design

The study employed a quantitative descriptive–comparative–correlational research design. The descriptive component determined the levels of teachers' motivation, competence, and collaborative skill. The comparative aspect examined differences across selected profile variables, while the correlational component determined the relationships among the three variables.

Respondents of the Study

The respondents consisted of 484 teachers from schools located in the 1st, 2nd, and 3rd Congressional Districts. They were classified according to age, educational attainment, rank and position, and length of service.

The largest group of respondents belonged to the 31–40 age group (30.17%), followed by 41–50 years (27.27%). In terms of educational attainment, the majority held a Bachelor's Degree (40.91%), while 29.34% had master's units. Regarding rank and position, Teacher I (32.23%) represented the largest proportion. In terms of length of service, 26.45% had served for 0–5 years.

Instrumentation

A structured survey questionnaire was used to measure the levels of teachers' motivation, competence, and collaborative skill. The instrument contained 20 indicators for each variable measured using a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High).

Statistical Tools

The following statistical tools were used in the analysis of data:

- **Frequency and Percentage Distribution** to describe the respondents' demographic profile.
- **Mean** to determine the levels of teachers' motivation, competence, and collaborative skill.
- **Analysis of Variance (ANOVA)** to determine significant differences when classified according to profile variables.
- **Pearson Product–Moment Correlation (Pearson r)** to determine the relationships among teachers' motivation, competence, and collaborative skill.

RESULTS

Profile of Respondents

The demographic profile of respondents revealed that the majority of teachers were between 31–40 years old (30.17%). Most respondents possessed a Bachelor's degree (40.91%), and a large proportion occupied the rank of Teacher I (32.23%). In terms of length of service, 26.45% had been teaching for 0–5 years, indicating a relatively young teaching workforce. Respondents were almost evenly distributed across the three congressional districts.

Level of Teachers' Motivation

Teachers demonstrated a high level of motivation with a grand mean of 4.17. The highest-rated indicator was feeling fulfilled when students succeed academically ($M = 4.27$), while the lowest mean was recorded for participation in school programs ($M = 4.09$). When classified according to profile variables, motivation remained high across most categories, although teachers with doctoral qualifications and school leadership positions exhibited very high motivation.

Level of Teachers' Competence

The overall level of teachers' competence was also high ($M = 4.20$). Teachers reported very high competence in demonstrating professionalism and mastery of subject matter. Competence was particularly strong among master teachers and school heads, as well as among teachers with doctoral qualifications.

Level of Teachers' Collaborative Skill

Teachers showed a high level of collaborative skill ($M = 4.20$). The highest-rated indicators involved demonstrating respect for colleagues ($M = 4.25$) and working cooperatively toward common goals ($M = 4.23$). Teachers with higher academic qualifications and leadership roles tended to demonstrate very high levels of collaboration.

Significant Differences

ANOVA results revealed that rank and position and educational attainment significantly influenced teachers' motivation, competence, and collaborative skill. However, age and congressional district did not show significant differences across the three variables. Additionally, length of service significantly influenced teachers' competence, suggesting that teaching experience contributes to professional capability.

Relationship Among the Variables

Pearson correlation analysis revealed significant relationships among the three variables. Teachers' motivation and competence showed a strong positive relationship ($r = 0.62$), while competence and collaborative skill demonstrated the strongest correlation ($r = 0.65$). Motivation also exhibited a moderate positive relationship with collaborative skill ($r = 0.58$).

DISCUSSION

The findings suggest that teachers generally demonstrate strong levels of motivation, competence, and collaborative engagement. The high levels of motivation may reflect teachers' commitment to student success and professional responsibility. Similarly, the high competence scores indicate that teachers possess the instructional skills necessary to support effective learning environments.

The significant influence of rank and educational attainment suggests that professional advancement and academic development contribute to teachers' professional confidence and effectiveness. Teachers in higher positions, such as master teachers and school heads, likely possess greater experience and leadership responsibilities that enhance both competence and collaboration.

The positive relationships among motivation, competence, and collaborative skill highlight the interconnected nature of these professional attributes. Teachers who are highly motivated tend to demonstrate stronger professional competence and engage more actively in collaborative practices. These findings reinforce the importance of promoting professional development, leadership opportunities, and collaborative cultures within schools to sustain teacher effectiveness and institutional improvement.

CONCLUSIONS

Based on the findings of the study, several conclusions were drawn.

First, teachers generally demonstrated high levels of motivation, competence, and collaborative skill, indicating that educators maintain a strong commitment to their professional responsibilities and actively contribute to positive teaching and learning environments. This suggests that teachers possess the dedication, pedagogical capability, and cooperative orientation necessary to sustain effective instructional practices and foster productive school cultures.

Second, rank and position as well as educational attainment significantly influenced teachers' motivation, competence, and collaborative skill. Teachers who occupied higher professional ranks or possessed advanced academic qualifications exhibited stronger professional attributes, suggesting that professional advancement and academic development enhance teachers' confidence, leadership capacity, and engagement in collaborative practices.

Third, age and congressional district did not significantly influence teachers' motivation, competence, and collaborative skill. This finding indicates that these professional attributes are generally consistent across geographic locations and age groups, reflecting a relatively stable professional culture among teachers in the surveyed districts.

Fourth, length of service significantly influenced teachers' competence, implying that teaching experience contributes to the development of pedagogical expertise and professional mastery. As teachers gain more years of service, they tend to develop stronger instructional practices and greater familiarity with classroom management and curriculum implementation.

Finally, teachers' motivation, competence, and collaborative skill were significantly and positively related. Higher levels of motivation were associated with stronger professional competence and collaborative engagement. This suggests that these professional attributes are interconnected and mutually reinforcing, emphasizing the importance of cultivating all three dimensions to strengthen teacher effectiveness and overall school performance.

RECOMMENDATIONS

In light of the conclusions drawn from the study, the following recommendations are proposed:

First, school administrators and educational leaders should continue to implement programs that strengthen teacher motivation, such as recognition systems, supportive leadership practices, and opportunities for professional growth. These initiatives can sustain teachers' commitment and enthusiasm toward their instructional responsibilities.

Second, educational institutions should encourage teachers to pursue advanced academic qualifications, including master's and doctoral degrees, through scholarship programs, professional incentives, and flexible learning opportunities. Academic advancement can enhance teachers' professional competence, leadership potential, and collaborative engagement.

Third, professional development programs should be designed to further enhance teachers' pedagogical competence, particularly for early-career teachers. Continuous training, mentoring systems, and instructional coaching can help teachers strengthen their professional skills and adapt to evolving educational demands.

Fourth, schools should promote collaborative professional cultures by establishing professional learning communities, peer mentoring programs, and collaborative lesson planning sessions. Such initiatives can strengthen teachers' collaborative skills, encourage knowledge sharing, and support collective problem-solving within schools.

Fifth, educational leaders should provide leadership opportunities for teachers, such as committee assignments, mentoring roles, and participation in school decision-making processes. These opportunities can help teachers develop leadership competencies while strengthening their motivation and collaborative engagement.

Finally, future researchers may conduct similar studies using broader variables and different educational contexts, such as examining the influence of organizational climate, leadership styles, and professional learning communities on teachers' motivation, competence, and collaboration. Expanding the scope of investigation can provide deeper insights into the factors that influence teacher effectiveness and school improvement.

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