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Influence of Motivation and Learning Action Cell Practices on Instructional Delivery Effectiveness among Secondary School Teachers

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Abstract: This research explored how secondary school teachers' motivation, involvement in Learning Action Cell activities, and instructional effectiveness are related. Using a quantitative, descriptive-correlational approach, the study surveyed Valencia National High School-licensed teachers in the 2025–2026 academic year. Extrinsic, social, and professional development, and intrinsic motivation were consistently high, with intrinsic motivation cited as the most important component of successful training. Teachers regularly participated in Learning Action Cell activities, including professional development, group planning, and monitoring, which enhanced instruction delivery, as evidenced by student engagement, feedback, topic mastery, and evidence-based practices. Regression analysis demonstrated that social motivation, reflective practice, professional development, and intrinsic motivation were all significant predictors of teaching effectiveness, and that there were significant positive relationships between motivation, collaborative practice, and instructional delivery. The results emphasised the importance of promoting professional cooperation and personal fulfilment to improve teaching effectiveness.

Keywords: Collaboration, Instructional delivery, Motivation, Professional development, Secondary teachers.

I. Introduction

Since it has a direct impact on student accomplishment and overall school performance, instructional delivery in secondary schools continues to be a significant focus of attempts to improve education (Olmo-Extremera et al., 2022). According to an increasing body of research, teacher motivation plays a significant role in determining the quality of instruction by influencing instructors' resilience, effort, and creativity (SEAMEO INNOTECH, 2020). Both internal (personal fulfilment and dedication to student growth) and external (institutional recognition and career advancement opportunities) factors contribute to motivation. Despite their commitment and professional satisfaction, Filipino teachers face obstacles due to low pay and limited advancement opportunities.

To promote professional development and collaboration through organized teamwork and reflective inquiry, Learning Action Cell practices were established through national policy initiatives (Department of Education, 2016; Satur et al., 2024). By strengthening professional engagement and fostering supportive communities, these cooperative workshops aim to improve teaching practice. Consistent LAC implementation, resource allocation, and sustained collegial contact continue to be difficult despite government directives, particularly in varied and resource-constrained situations (Almonicar, 2022; Quezon IV District Study, 2025). To effectively teach, secondary school teachers, in particular, must balance the demands of topic specializations and a variety of learner needs, making both individual motivation and teamwork crucial.

By examining the impact of teacher motivation and involvement in LAC practices on the efficacy of instructional delivery among secondary school teachers, the current study addressed these persistent issues. In addition to measuring teaching efficacy in terms of subject mastery, student engagement, feedback, and evidence-based instruction, the study aimed to ascertain levels of intrinsic, extrinsic, professional growth, and social motivation. It also evaluated LAC participation. It also looked at how these characteristics related to one another and determined how well they predicted the efficiency of instructional delivery. The study helped clarify how professional fulfilment and structured engagement can improve classroom instruction and inform future teacher development programs in the Philippine context by focusing on the interaction between individual and collaborative influences.

II. Literature Review

The interplay of instructional delivery methods, teacher motivation, and group participation in Learning Action Cells is essential for effective teaching in secondary education. Recent research has shown that collaborating in professional learning communities like Learning Action Cells enhances teaching competence and productivity (Olmo-Extremera et al., 2022) and that motivated teachers have a greater instructional impact (SEAMEO INNOTECH, 2020; WingInstitute.org, 2024). While continuous involvement in Learning Action Cells is associated with enhanced professional practice and the practical implementation of new tactics (Department of Education, 2025), empirical results demonstrate that both intrinsic and extrinsic motivation impact teacher performance, engagement, and the caliber of instruction provided (SEAMEO INNOTECH, 2020; Satur et al., 2024). These trends are supported by international research showing that professional groups encourage innovative teaching practices and enhance student outcomes (Wullschleger, 2025; Christensen, 2025). Despite these proven connections, little is known about how motivation and collaborative learning efforts relate to one another in the Philippine setting when predicting instructional delivery

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efficacy. To fill these gaps, this review combines theoretical viewpoints with regional and international data on instructional effectiveness, professional teamwork, and motivation.

Teacher Motivation

In secondary schools, motivation plays a critical role in determining teacher effectiveness and improving the quality of instruction. According to research, motivation is complex and involves both contextual factors and psychological requirements. According to the Self-Determination Theory, instructors who feel competent, autonomous, and connected at work are more likely to be intrinsically motivated (Deci & Ryan, 2000). Teachers demonstrate perseverance and a willingness to use cutting-edge teaching techniques as they work toward objectives that align with their values and dedication to their students' growth (Olmo-Extremera et al., 2022). Intrinsic motivation increases professional commitment and participation in collaborative contexts like Learning Action Cells, according to Satur et al. (2024).

Institutional policies and outside incentives are the sources of extrinsic motivation. When allowed promotion, fair salary, and recognition for their accomplishments, teachers consistently perform well (SEAMEO INNOTECH, 2020). Teaching staff involvement is increased by supportive policies, favorable working conditions, and relevant monitoring (Christensen, 2025). Because intrinsic motivation more accurately predicts innovative and long-lasting professional progress, research cautions against depending solely on external incentives (WingInstitute.org, 2024).

A teacher's desire for lifelong learning, development, and career advancement is the primary focus of professional growth motivation. Teachers who are motivated to do so participate in development initiatives such as Learning Action Cells, attend education conferences, and undergo training. According to Olmo-Extremera et al. (2022), these growth opportunities facilitate the adoption of new techniques and active engagement in collaborative professional contexts. As teachers apply new strategies and knowledge they have learned in these sessions, Satur et al. (2024) indicate that the impact of Learning Action Cell involvement on instructional delivery is amplified by motivation for professional growth.

The value of connections and community support in the workplace is reflected in social motivation. Resilience, reflective practice, and collaborative efforts at improvement are facilitated by peer collaboration, colleagues' encouragement, and membership in a supportive professional community (Wenger, 1998). Research indicates that instructors who are driven by strong social networks work well together, share best practices, and support group professional development (Wullschleger, 2025). Teachers who feel their workplace has high social value are more engaged and participate in peer-led development activities, such as Learning Action Cell sessions, according to Almonicar (2022).

Scholarship frequently focuses on the relationship between collaborative professional development and motivation. According to Wenger, Communities of Practice create settings where educators can exchange knowledge, learn from one another, and reflect on their work. According to research conducted in the Philippines by Almonicar (2022) and Satur et al. (2024), consistent involvement in Learning Action Cells is linked to higher motivation and more efficient teaching methods. International research demonstrates that motivated teachers contribute to professional learning communities and improve student outcomes, consistent with these patterns (Wullschleger, 2025; Olmo-Extremera et al., 2022).

Social and institutional support are essential for maintaining motivation and teamwork. According to transformational leadership theory, administrative leaders are positioned as advocates for conditions that foster motivation and teamwork (Bass, 1985). Teachers are encouraged to participate in department- and principal-led group improvement initiatives that provide clear objectives, foster autonomy, and offer feedback (Christensen, 2025).

Quantitative analyses linking motivation, professional communities such as Learning Action Cells, and instructional delivery outcomes in the Philippine setting are still few, despite an expanding body of research. There is a need for integrated quantitative research, as most Philippine studies either focus on these factors independently or use qualitative methods.

According to recent domestic and international research, social motivation, professional development, and both internal and external motivators influence the quality of instruction and overall motivation. While teachers with high social motivation maintain collaborative efforts and are open to innovative, evidence-based teaching practices, teachers who emphasize professional growth remain involved in learning communities (SEAMEO INNOTECH, 2020; Olmo-Extremera et al., 2022).

Learning Action Call (LAC) Practices

By routinely allowing instructors to participate in cooperative planning and methodical problem-solving, Learning Action Cells create a cooperative framework for professional growth. Teachers exchange classroom experiences, discuss instructional issues, and collaborate to develop workable solutions during these sessions. Research demonstrates that cooperative planning in LACs enhances lesson design, fosters creative approaches, and creates networks of instructors that assist one another (Satur et al., 2024). These groups' collective reflection helps participants consider other teaching philosophies, leading to more comprehensive educational techniques and greater readiness to adopt new tactics (Almonicar, 2022).

Another essential element of LACs is capacity-building and professional development. Teachers who regularly participate are exposed to fresh material, educational innovations, and policy revisions. To better align classroom instruction with current standards and student needs, teachers update their skills. According to Satur et al. (2024), professional development driven by

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LAC is linked to better teaching competence, greater self-confidence, and a greater willingness to try novel approaches. According to international research, these professional learning communities foster leadership within teacher teams and ongoing development (Olmo-Extremera et al., 2022; Christensen, 2025).

Within LACs, reflection and pooled knowledge improve information sharing and promote a cooperative atmosphere. Teachers can evaluate their methods, identify their strengths, and pinpoint opportunities for development through candid discussion and peer review. Utilizing collective expertise, shared educational objectives are addressed, ineffective practices are challenged, and solutions are customized for local settings. According to Almonicar (2022), the dissemination of evidence-based methods in LACs promotes innovation in resource use, instructional aids, and student engagement techniques and leads to greater acceptance of effective instruction.

Continuous monitoring and assessment during LAC sessions ensure the sustainability of improvement. Teachers and school administrators assess the effects of techniques they have put into place, look at students' growth, and modify their methods in response to input and findings. Constant evaluation ensures that instructional modifications align with pedagogical objectives and policy requirements. According to research, frequent documentation of results, continuous use of monitoring tools, and feedback from supervisors and instructors foster accountability and support the maintenance of benefits enabled by LAC involvement (Department of Education, 2025; Satur et al., 2024).

These findings are supported by international evidence that emphasizes the importance of teacher-driven learning communities for sustained instructional development. Teachers who participate in professional learning communities sustain higher levels of motivation, actively engage in continuous professional development, and achieve better student outcomes, according to Olmo-Extremera et al. (2022). Christensen (2025) demonstrated that collaborative structures like LACs, which enhance teacher motivation and efficacy, are supported by successful educational systems, underscoring their applicability across a range of educational contexts.

Effectiveness of Instructional Delivery

A teacher's motivating personality, professional preparation, continuous training, and teamwork all influence how well they provide teaching. Lesson planning and content organization skills enable teachers to create learning experiences that are purposeful, cohesive, and adapted to their students' developmental stages (WingInstitute.org, 2024). Higher student accomplishment and engagement are supported when classes are modified to accommodate variations in background, aptitude, and learning style. Students are encouraged to participate actively and think critically by teachers who use a variety of instructional tactics, such as differentiated instruction, inquiry-based activities, and cooperative learning (SEAMEO INNOTECH, 2020).

Collaborative work improves teaching delivery, according to evidence from professional learning communities such as Learning Action Cells and comparable international models. Almonicar (2022) explained that group reflection, feedback, and the sharing of classroom-tested tactics during LAC sessions led to better lesson execution, greater adaptability in instructional strategies, and more effective behavior control in the classroom—according to research by Olmo-Extremera et al. (2022), instructors who participated in professional learning communities expressed greater confidence when implementing innovative teaching strategies, which in turn improved student learning outcomes.

When it comes to implementing professional development and teamwork, motivation is still crucial. Strong intrinsic motivators, such as a dedication to student development and pride in their ability to teach, encourage teachers to actively seek out innovative teaching strategies and evaluate the efficacy of their current teaching approaches (SEAMEO INNOTECH, 2020; WingInstitute.org, 2024). Participation in training and cooperative projects is further encouraged by social motivation and professional development, which reinforces the use of evidence-based practices. Satur et al. (2024) found that instructors' motivation, perception of efficacy, and readiness to improve their teaching methods after participating in LAC activities were all positively correlated.

Institutional and environmental factors also influence how instruction is delivered. Implementing instructional innovations is made easier by the backing of school administration, the availability of instructional materials, and a generally positive school climate. Teachers who work in supportive workplaces are more likely to experiment with different formats, create innovative lesson plans, and modify their teaching methods in response to student input (Christensen, 2025).

Research consistently shows that environments where teachers receive focused professional development, collaborate with peers, and remain highly motivated are conducive to excellent instructional delivery. Notwithstanding these results, further quantitative research integrating these components is required in the Philippine context, particularly in secondary schools, to guide evidence-based enhancements to instructional strategies.

Combining Studies and Reviewed Literature

In order to improve the way secondary education is taught, recent research has repeatedly shown that teacher motivation and organized professional teamwork are essential. According to self-determination theory, teacher engagement and perseverance are fueled by both extrinsic (like institutional support and recognition) and intrinsic (like personal fulfillment and dedication to student success) variables (Deci & Ryan, 2000). Internally motivated educators are more likely to maintain high standards of

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education, pursue professional development, and use creative teaching techniques (SEAMEO INNOTECH, 2020; Olmo-Extremera et al., 2022).

According to communities of practice theory, collaborative settings like learning action cells are crucial for encouraging continuous professional growth and reflective practice (Wenger, 1998). By taking part in these communities, educators can exchange knowledge, work together to solve problems in the classroom, and introduce innovative teaching strategies. Teachers who participate in professional learning communities report increased motivation, improved student outcomes, and increased instructional competency, according to studies by Christensen (2025) and Olmo-Extremera et al. (2022).

These conclusions are supported by empirical research conducted in the Philippines, where SEAMEO INNOTECH (2020) and Satur et al. (2024) report that teachers who regularly engage in learning action cells and other cooperative activities exhibit higher levels of self-efficacy and a greater willingness to use cutting-edge teaching strategies. Along with intrinsic and extrinsic motivators, these studies also show that social motivation and professional development strengthen teachers' dedication to ongoing development and teamwork.

Despite these developments, quantitative research that looks at how motivation and involvement in learning action cells affect instruction in Philippine secondary schools is still needed. There are gaps in our knowledge of how these elements combine to influence teaching effectiveness because the majority of current research either covers these variables independently or uses qualitative methodologies. By using empirical methods and validated theoretical frameworks to examine the connection between teacher motivation, collaborative practices, and instructional delivery in a local setting, the current study aims to close this gap.

Synthesized Review of Related Literature

Teacher motivation and professional learning communities such as Learning Action Cells (LACs) are critical drivers of instructional effectiveness. Previous studies have established that motivated teachers exhibit higher levels of classroom engagement, innovation, and learner achievement (Deci & Ryan, 2000; Han & Yin, 2016). However, findings remain inconsistent regarding which motivational factors most strongly predict effective teaching, particularly in resource-constrained public schools.

Meanwhile, LAC practices have been shown to foster peer collaboration and reflective teaching, yet their impact depends largely on implementation fidelity and administrative support (DepEd, 2016; DuFour & Eaker, 1998). In the Philippine context, limited empirical evidence links LAC participation with actual classroom delivery outcomes. This study addresses this gap by examining how teachers' motivation and engagement in LACs jointly influence instructional effectiveness, thereby extending the discourse on professional development and teacher performance within the DepEd system.

Conceptual Framework

Deci and Ryan (2000) developed Self-Determination Theory, which offers a fundamental perspective on teacher motivation in educational settings. This idea distinguishes between extrinsic motivation, driven by external incentives such as pay, recognition, and institutional support, and intrinsic motivation, arising from internal fulfilment and involvement in teaching. Teachers are more engaged, creative, and persistent when their core psychological needs—autonomy, competence, and relatedness—are met since this encourages autonomous forms of motivation (Ryan & Deci, 2017; Slemp et al., 2020). Teachers who sense autonomy and relatedness in their work contexts are more likely to adopt innovative instructional approaches and maintain high performance levels, according to recent meta-analyses and intervention studies (Howard et al., 2021; Vasconcellos et al., 2020).

According to Wenger's Communities of Practice theory (1998), learning action cells and other collaborative learning settings are crucial for knowledge exchange, professional reflection, and long-term development. Teachers who take part in these communities gain from exchanging successful tactics, peer evaluation, and group problem-solving. Regular participation in professional learning communities is associated with better instructional delivery, higher self-efficacy, and a greater willingness to adopt novel strategies, according to studies conducted in the Philippines and abroad (Olmo-Extremera et al., 2022; Christensen, 2025; Satur et al., 2024).

Bass's Transformational Leadership Theory (1985) highlights the importance of supportive leadership in boosting teacher motivation and improving the efficacy of professional learning communities. Teachers feel appreciated and encouraged to pursue professional development in settings created by leaders who provide vision, intellectual stimulation, and tailored assistance. Research indicates that transformational leadership positively affects instructional quality, collaborative practices, and teacher engagement (Christensen, 2025; SEAMEO INNOTECH, 2020).

These theoretical stances are often connected to instructional efficacy and teacher performance in empirical research. For instance, SEAMEO INNOTECH (2020) discovered that social and intrinsic motivation are the main factors influencing teacher engagement in the Philippines. Professional development opportunities and institutional support also improve motivation and the quality of instruction. Teachers who participate in Learning Action Cells and receive leadership support exhibit higher levels of self-efficacy and instructional competence, according to Satur et al. (2024) and Almonicar (2022). According to international studies by Christensen (2025) and Olmo-Extremera et al. (2022), supportive leadership and cooperative professional communities are associated with better teaching practices and student outcomes.

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To investigate how motivation and Learning Action Cell practices interact to influence instructional delivery among secondary teachers in the Philippine context, the current study draws on theories of self-determination, communities of practice, and transformational leadership. By empirically examining the combined effects of leadership, motivation, and teamwork on instructional effectiveness, this method fills in the gaps in local research.

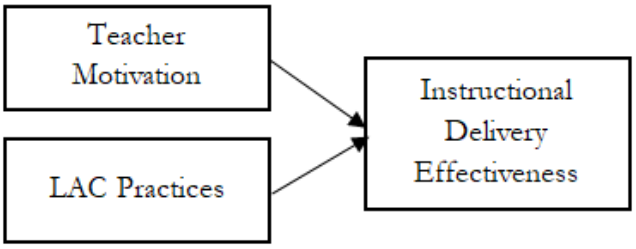

Figure 1. Conceptual Framework of the Study

As shown in Figure 1, the study assumes that Teacher Motivation and Learning Action Cell (LAC) Practices independently and collectively influence Instructional Delivery Effectiveness. Teacher motivation is expected to enhance enthusiasm, commitment, and innovation in classroom instruction. Meanwhile, participation in LAC sessions provides a platform for collaboration, reflection, and professional growth. Together, these variables are hypothesized to contribute to more effective instructional delivery among secondary school teachers.

III. Materials And Methods

Research Design

To examine the connections and predictive effects of teacher motivation and Learning Action Cell practices on instructional delivery efficacy, this study employed a quantitative, descriptive-correlational research design.

Research Locale

The study is conducted at Valencia National High School, located in Valencia City, Bukidnon's Division. For the 2025–2026 academic year, 300 junior high and senior high school instructors are included in the study.

Respondents of the Study

The study involved 300 secondary school teachers from Valencia National High School in the Division of Valencia City. Purposive sampling was employed to include teachers actively participating in LAC sessions during the school year 2024–2025. This approach ensured the inclusion of respondents directly engaged in collaborative professional learning, thereby enhancing the validity and contextual relevance of the findings.

Research Instruments

A structured survey questionnaire with three sections is used to gather data: Part 1 evaluates teacher motivation; Part 2 discusses Learning Action Cell procedures; and Part 3 addresses the efficacy of instructional delivery. Items in each section are scored using a five-point Likert scale. The instruments were modified from WingInstitute.org (2024), SEAMEO INNOTECH (2020), and the Philippine Department of Education (2025), certified tools. The questionnaire's content was validated. At Kibawe National High School, reliability was demonstrated through pilot testing. Excellent internal consistency was confirmed by Cronbach's alpha values of .925 for motivation,.966 for LAC practices, and. .940 for instructional delivery.

Data Gathering Procedure

The researcher requests permission from the school administration to collect data. Eligible teachers receive surveys and respond to questions about instructional delivery, motivation, and involvement in Learning Action Cells. Completed surveys are collected during the specified school year and sent back to the researcher.

Statistical Treatment of Data

Descriptive statistics are used in data processing to summarize demographic traits and scores. The predicted impacts of teacher motivation and Learning Action Cell practices on the efficacy of instructional delivery are identified by linear regression analysis. At the same time, Pearson correlation establishes the links between the primary study variables.

Scoring and Interpretation of Data

The study employed a five-point Likert scale to measure respondents' opinions on the effectiveness of instructional delivery, Learning Action Cell (LAC) practices, and motivation levels among secondary school instructors at Valencia National High School. The following ranges were used to evaluate the weighted mean that resulted from rating each statement in the questionnaire according to the degree of agreement:

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A. Teacher Motivation

Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree (SD)	Not Motivated
2	1.51 – 2.50	Disagree (D)	Less Motivated
3	2.51 – 3.50	Undecided (U)	Moderately Motivated
4	3.51 – 4.50	Agree (A)	Highly Motivated
5	4.51 – 5.00	Strongly Agree (SA)	Very Highly Motivated

B. Learning Action Cell (LAC) Practices

Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree (SD)	Not Practiced
2	1.51 – 2.50	Disagree (D)	Rarely Practiced
3	2.51 – 3.50	Undecided (U)	Sometimes Practiced
4	3.51 – 4.50	Agree (A)	Frequently Practiced
5	4.51 – 5.00	Strongly Agree (SA)	Very Frequently Practiced

C. Instructional Delivery Effectiveness

Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree (SD)	Not Effective
2	1.51 – 2.50	Disagree (D)	Less Effective
3	2.51 – 3.50	Undecided (U)	Moderately Effective
4	3.51 – 4.50	Agree (A)	Highly Effective
5	4.51 – 5.00	Strongly Agree (SA)	Very Highly Effective

D. Best Predictor of Instructional Delivery Effectiveness

Statistical Result	Interpretation
High β coefficient (positive)	Indicates a strong positive influence of the variable on instructional delivery effectiveness.
Low β coefficient (positive)	Suggests a weak but positive contribution.
Negative β coefficient	Shows an inverse relationship; as the variable increases, instructional effectiveness decreases.
p-value ≤ 0.05	The predictor has a statistically significant influence on instructional delivery effectiveness.
p-value > 0.05	The predictor has no significant effect.
Higher R^2 value	The combination of predictors explains a greater proportion of variance in instructional effectiveness.

Ethical Considerations

Every participant gives their informed consent for the study. When managing answers, teachers are guaranteed confidentiality and anonymity. Respondents are free to leave the study at any moment, and participation is entirely optional. To preserve individual privacy, data is aggregated and securely kept. Before the survey is administered, permission from the appropriate school authorities is obtained.

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IV. Results and Discussion

This section presents the findings in detail and offers a targeted discussion aligned with the study's goals. The study first looks at the level of motivation among secondary school teachers, focusing on social, professional development, extrinsic, and intrinsic motivation. It then assesses involvement in Learning Action Cell activities using metrics for instructional impact, professional development assistance, recognition and motivation, and collaborative engagement. Through the use of evidence-based teaching methodologies, active student involvement, feedback and practice opportunities, and mastery of instructional content and preparation, the third aim evaluates the effectiveness of instructional delivery. Next, the connections between LAC practices and teacher motivation are examined. Lastly, the analysis determines which factors, both separately and in combination, most accurately predict the efficacy of instructional delivery in the research setting. Recent national and international studies are used to evaluate the findings and shed light on the factors that contribute to high-quality instruction and productive classroom management.

Table 1. Level of Motivation Among Secondary School Teachers

Indicators	Mean	Std. Deviation	Qualitative Interpretation
Intrinsic Motivation	4.2803	.56060	Highly Motivated
Extrinsic Motivation	4.1210	.65429	Highly Motivated
Professional Growth Motivation	4.1539	.62004	Highly Motivated
Social Motivation	4.2073	.59123	Highly Motivated
Overall Mean	4.1906	.60654	Highly Motivated

Table 1 shows that teachers are consistently "Highly Motivated" across all areas of motivation. Valencia National High School teachers report significant levels of extrinsic motivation (mean = 4.12), social motivation (mean = 4.21), professional growth motivation (mean = 4.15), and intrinsic motivation (mean = 4.28). The low standard deviation and overall mean (4.19) indicate that the teaching staff's responses were consistent, suggesting little heterogeneity in the sample's motivational experiences.

The highest intrinsic motivation score indicates a strong sense of pleasure and enjoyment derived from instructing and seeing students succeed. Social motivation comes next, emphasizing the value of community and collegial support in the classroom. The high level of enthusiasm for professional advancement indicates a staff that is keen to learn new things and improve continuously. Although extrinsic motivation remains significant, the group's lower mean indicates that relational and internal factors are the primary sources of motivation. The slight differences in answers suggest that high motivation is consistently fostered by the school's atmosphere and leadership styles. Instead of placing too much focus on a single type of motivation, the small range of means (4.12-4.28) suggests balanced motivational support across all domains.

Resilience, adaptability, and a dedication to teaching quality are likely traits of teachers who score highly in all areas of motivation. Both social and intrinsic incentives encourage tenacity and participation in group projects, such as Learning Action Cell meetings, thereby improving the quality of instruction. Frequent participation in professional development and openness to innovation are indicators of strong motivation for professional growth. According to the statistics, teachers' primary sources of motivation are internal and relational, although extrinsic motivators like pay, recognition, and supportive leadership are also desired. These results are consistent with Communities of Practice, which emphasizes the importance of professional relationships in maintaining instructional development, and Self-Determination Theory, which highlights the enduring strength of intrinsic and social motivation. The consistently strong scores across all motivational dimensions run counter to deficit models that imply a general lack of enthusiasm among Philippine instructors.

According to research by Ryan and Deci (2017) and SEAMEO INNOTECH (2020), teachers who are motivated by personal fulfilment and professional development tend to perform better than those who rely solely on external incentives. According to Almonicar (2022) and Christensen (2025), structured professional learning communities and collegial support increase efficacy and participation. High motivation is a predictor of both effective teaching practices and active engagement in collaborative development programs, as Satur et al. (2024) confirm. International studies by Wullschleger (2025) and Olmo-Extremera et al. (2022) demonstrate that motivated and cohesive teaching teams uphold high educational standards and support successful student outcomes.

These results cast doubt on several studies that claim Filipino instructors lack motivation. According to Torres and Santos (2019), low pay and limited career progression opportunities leave Filipino teachers chronically unmotivated. According to Garcia et al. (2021), excessive workloads and a lack of administrative assistance are the leading causes of teacher discontent. These generalizations are refuted by the current findings, which show that, despite systemic obstacles, motivation can thrive in contexts shaped by professional development opportunities, collegial relationships, and school leadership. Although Valencia National High School data indicate that geography alone does not affect motivation when supportive institutions are in place, Reyes and Cruz (2020) found that teachers in rural areas of the Philippines are less motivated than their urban counterparts.

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Furthermore, international research suggests that in emerging educational systems with significant financial constraints, extrinsic motivation predominates (Johnson & Williams, 2018). The current results challenge this notion, as social and intrinsic motivation outperformed extrinsic determinants, indicating that when institutional settings foster teacher development and collaboration, professional fulfilment and community support can overcome financial constraints.

Table 2. Level of LAC Practices Among Secondary School Teachers

Indicators	Mean	Std. Deviation	Qualitative Interpretation
Collaborative Planning and Problem Solving	4.2820	.58182	Frequently Practiced
Professional Development and Capacity Building	4.3466	.58053	Frequently Practiced
Reflection and Shared Expertise	4.1244	.62393	Frequently Practiced
Monitoring, Evaluation, and Sustainability	4.2869	.58525	Frequently Practiced
Overall Mean	4.2600	.59288	Frequently Practiced

All of the main Learning Action Cell (LAC) dimensions are commonly implemented by teachers, as shown in Table 2. Professional development and capacity building have the highest mean (4.35), while reflection and shared knowledge have the lowest mean (4.12). The faculty at Valencia National High School actively institutionalizes and broadly embraces LAC practices, as evidenced by the consistently high means and low standard deviations.

A culture in which teachers continuously update their instructional expertise, participate in training, and strive to improve their skills is evident in the high incidence of professional development and capacity-building. Additionally, collaborative problem-solving and planning receive high scores (4.28), indicating that teachers routinely collaborate to plan lessons, resolve classroom issues, and jointly develop methods to enhance education. Practices for sustainability, evaluation, and monitoring (mean = 4.29) show intentional implementation of plans and group responsibility for sustaining gains. Even though they occur frequently, reflection and shared expertise register somewhat lower, suggesting that some instructors may need additional support or mechanisms to engage in deeper peer reflection and regularly share best practices.

These findings demonstrate a strong culture of collaboration that supports the objectives outlined in DepEd Order No. 35, s. 2016, demonstrating that teachers' adoption and support of institutional attempts to standardize LAC practices have been significant. Such cooperation and involvement are cited by Wenger (1998) and Olmo-Extremera et al. (2022) as factors that promote teacher self-efficacy, long-term progress, and flexibility in response to new projects. Valencia National High School's widespread and consistent LAC engagement shows that, with the proper support, learning communities can flourish anywhere. According to Satur et al. (2024) and Christensen (2025), teachers are more willing to try new things, think critically, and improve their teaching when they collaborate effectively on lesson planning and continuous evaluation.

Numerous investigations support these beneficial effects. Regular PLC involvement is associated with improved instructional quality and innovative teaching, according to Olmo-Extremera et al. (2022). According to Christensen (2025) and Satur et al. (2024), dynamic professional learning communities increase teachers' motivation and competency. According to SEAMEO INNOTECH (2020), teachers' ability to successfully adopt innovations and reforms depends on their continued professional growth and on teamwork in problem-solving.

However, according to studies such as Navarro and Barrera (2019), the implementation of LACs in some Philippine regions remains primarily symbolic, with few meetings and little real-world impact due to administrative support issues, logistical difficulties, or heavy workloads. According to Banayo (2018), instructors in rural or resource-poor schools find little benefit from LAC involvement, which is irregular. These conclusions are directly at odds with Valencia National High School's outcomes. Even in a non-metropolitan division, the consistently high frequency of meaningful LAC involvement shows that structural barriers can be successfully overcome with clear directives, leadership, and a collegial culture. The total statistics also refute the idea put forth by Reyes and Cruz (2020) that resource limitations alone are the reason why collaborative learning is limited in rural settings. In this instance, robust LAC practices are maintained outside of urban areas.

Table 3. Level of Instructional Delivery Effectiveness Among Secondary School Teachers

Indicators	Mean	Std. Deviation	Qualitative Interpretation
Mastery of Instructional Content and Planning	4.0497	.69680	Highly Effective
Active Student Engagement	4.2291	.67441	Highly Effective
Feedback and Practice Opportunities	4.1084	.61902	Highly Effective
Evidence-Based Instructional Practices	3.9976	.64531	Highly Effective
Overall Mean	4.0962	.65888	Highly Effective

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A profile of "Highly Effective" instructional delivery among teachers is shown in Table 3, where all four domains—active student engagement, feedback and practice opportunities, mastery of instructional content and planning, and evidence-based instructional practices—register high means and are closely clustered around the overall mean (4.10). A holistic view of instructional competency and little diversity among instructional domains are suggested by the lowest mean for evidence-based instructional methods (4.00), which is still within the very effective range.

The fact that student engagement has the highest score (4.23) indicates that teachers are encouraging active participation, discussion, and classroom involvement. Such interaction has been linked in studies to improved critical thinking and achievement (Olmo-Extremera et al., 2022; Christensen, 2025). A classroom culture that prioritises formative assessment, ongoing improvement, and open channels for student-teacher interaction is suggested by high scores in feedback and practice opportunities (4.11); WingInstitute.org supports these practices as crucial (2024). Strong curricular congruence, clear lessons, and rational delivery are all indicators of mastery of the subject and planning. Contrary to claims of widespread reliance on antiquated or rote teaching methods, the consistent use of evidence-based practices —even as the lowest indicator —suggests an educational model in which teachers intentionally employ tried-and-true methods.

A teaching workforce that not only meets but surpasses current criteria for effective practice is implied by these consistently excellent ratings across all instructional delivery domains. Valencia National High School teachers employ a variety of tactics that foster genuine participation, ongoing feedback, and the application of recent research in their classrooms. They are both innovators and planners. Improved student results and long-term instructional quality have been closely linked to the convergence of high student engagement, efficient planning, and frequent feedback cycles (SEAMEO INNOTECH, 2020). Despite being the lowest domain, the prevalence of evidence-based instructional approaches defies research, indicating that public school instructors are unlikely to implement new practices due to a lack of motivation or training shortages (Abulencia & Resurreccion, 2018; Navarro & Barrera, 2019).

The findings by Satur et al. (2024) that robust teaching methods in Filipino schools result from high motivation and active participation in professional learning communities (such as LACs) are supported by the strong trend toward highly effective delivery. Christensen (2025) observes that schools that foster teacher collaboration and professional development sustain continuously improved teaching standards, citing similar results from worldwide studies. The association between positive outcome trajectories, the application of best practices, and teacher involvement is further supported by Olmo-Extremera et al. (2022).

These results directly contradict those of Garcia et al. (2021) and Abulencia and Resurreccion (2018), who contended that a lack of support and insufficient exposure to modern pedagogies are the primary causes of the low instructional efficacy experienced by many Philippine instructors. The high efficacy in every domain in the current setting shows that instructors can and do incorporate research-based methods and sustain high engagement in their teaching tactics when given institutional support, growth opportunities, and collaborative networks. These recent findings also refute Navarro and Barrera's (2019) conclusion that PD programs have a limited impact.

Table 4. Correlation Analysis Between the Independent Variables

Variables	Correlation Coefficient (r)	p-value	Qualitative Interpretation
MOTIVATION	.666	.000	Significant Relationship
LAC PRACTICES	.561	.000	Significant Relationship

*** At the two-tailed 0.01 level, the correlation is significant.*

The correlation matrix reveals significant, positive correlations between Learning Action Cell (LAC) practices and instructional delivery ($r = .561$, $p < .01$) and between teacher motivation and instructional delivery ($r = .666$, $p < .01$). Both variables have moderately strong to strong effect strengths, beyond the levels that would suggest accidental or weak associations.

The substantial impact of teachers' professional, social, and personal motivations on classroom practice is demonstrated by the .666 correlation between teacher motivation and instructional delivery efficacy. More adaptability, perseverance, and dedication to creating interesting classes, encouraging student involvement, and putting assessment-informed instruction into practice are traits of motivated teachers (Ryan & Deci, 2017; SEAMEO INNOTECH, 2020). Teachers' capacity to provide successful, evidence-based instruction is significantly improved by regular, meaningful participation in collaborative activities, such as group lesson planning, reflective dialogue, peer mentoring, and collective monitoring, as evidenced by the significant positive relationship with LAC practices (.561). Theoretical and empirical arguments that structured professional development is essential to preserving teaching quality are supported by this association (Wenger, 1998; Olmo-Extremera et al., 2022).

The significance of making strategic investments in collaborative professional communities and teacher incentive programs is emphasised by the moderate-to-strong connections. Schools can significantly improve student outcomes and instructional standards by establishing supportive connections, offering continuous professional development, and methodically planning collaborative problem-solving (Christensen, 2025; Satur et al., 2024). The strength of these correlations indicates that these

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factors are essential to enhancing classroom instruction rather than incidental; this means that local schools can still improve instruction by focusing on these levers, even in the face of limited resources.

The outcomes support those of SEAMEO INNOTECH (2020), which found that driven Filipino instructors are more productive and flexible. Similarly, active involvement in LACs and other professional learning communities is a strong predictor of increased efficacy, innovation, and good learning environments, according to research by Satur et al. (2024) and Olmo-Extremera et al. (2022). Christensen (2025) noted global trends in which gains in instruction and student achievement in a variety of contexts are strongly correlated with teacher engagement and collective professionalism.

These robust, consistent correlations refute numerous recurring critiques in current education research. Both Garcia et al. (2021) and Navarro and Barrera (2019) have asserted that there is little direct influence of PLC engagement and motivation in Filipino schools, citing potential obstacles such as excessive workloads, a lack of administrative support, and cultural reluctance. Urban-rural differences were highlighted by Reyes and Cruz (2020), who asserted that, due to fragmented implementation or resource constraints, rural or resource-constrained schools do not benefit equally from collaborative efforts. These narratives are refuted by empirical data from Valencia National High School, which demonstrate that strong connections exist and directly contribute to instructional improvements, even when the school is located outside a metro area. This suggests that effective school culture and deliberate implementation can overcome alleged obstacles and produce substantial benefits for education and professionals.

Table 5. Regression Analysis Between Independent Variables and Instructional Delivery Effectiveness

Predictor Variables	**(Beta Coefficient)**	**t-value**	**p-value**	**Interpretation**
Intrinsic Motivation	.328	5.744	.000	The predictor has a statistically significant influence on instructional delivery effectiveness. Best Predictor
Social Motivation	.148	2.564	.011	The predictor has a statistically significant influence on instructional delivery effectiveness
Reflection and Shared Expertise	.143	2.734	.007	The predictor has a statistically significant influence on instructional delivery effectiveness
Monitoring, Evaluation, and Sustainability	.124	2.323	.021	The predictor has a statistically significant influence on instructional delivery effectiveness
Professional Development and Capacity Building	.138	2.288	.023	The predictor has a statistically significant influence on instructional delivery effectiveness

According to the regression table, the most significant impact on instructional delivery effectiveness is intrinsic motivation, followed by social motivation, professional growth and capacity building, reflection and shared expertise, monitoring, evaluation, and sustainability. Every predictor is statistically significant, but intrinsic motivation has the highest beta (.328; $t = 5.744$; $p < .001$), making it the main factor influencing differences in secondary teachers' instructional effectiveness.

In contrast to individuals who primarily rely on outside sources of motivation or development, this pattern shows that teachers who experience an internal commitment and fulfilment from teaching provide more effective education. A friendly and cooperative school climate is essential for teachers to succeed in the classroom, according to the predictive power of social motivation. Further evidence that active engagement in collaborative professional learning, continuous evaluation, and sharing of best practices significantly improves instructional delivery comes from the statistical significance of reflection and shared expertise, professional development, and monitoring. These results point to a multi-layered structure that fosters good teaching standards by reinforcing social connection, organisational learning, and personal fulfilment.

The importance and ranking of these elements significantly impact school development plans. Compared to one-dimensional approaches that focus only on workshops or material incentives, investments in fostering intrinsic and social motivation—such as giving teachers greater autonomy, promoting reflective dialogue, fostering a sense of belonging, and appreciating their contributions—are likely to yield greater improvements in classroom practices. The findings are in line with Communities of Practice theory (Wenger, 1998; Olmo-Extremera et al., 2022), which emphasizes reflection, collaboration, and shared learning over passive, compliance-driven development, and Self-Determination Theory (Ryan & Deci, 2017), which holds that autonomy and relatedness foster long-lasting commitment and professional growth.

These conclusions are supported by research in several ways. According to Christensen (2025) and SEAMEO INNOTECH (2020), social and intrinsic elements are essential for fostering innovation and going beyond regular effectiveness. Professional learning communities that rely on self-reflection and collegiality produce better instructional development, as Satur et al. (2024) showed. International research by Olmo-Extremera et al. (2022) showed that evidence-sharing and group learning support long-lasting educational improvements more so than individual upskilling or monetary compensation.

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The current findings refute the claims made by studies such as Abulencia and Resurreccion (2018) that the only way to raise the quality of instruction in Philippine schools is through professional development, which is frequently confused with formal training. On the other hand, the regression model's lower predictive weight for professional development relative to intrinsic and social factors suggests that teachers must also experience strong collegial relationships and personal fulfilment to attend workshops or structured professional development sessions to ensure increased classroom effectiveness. These findings also challenge the findings of Garcia et al. (2021) and Navarro and Barrera (2019), whose work portrayed peer interactions and collegial reflection as less effective or inconsistently practised; it is demonstrated here that when made a normative school practice, participation in reflection, monitoring, and knowledge-sharing yields quantifiable gains in actual delivery.

V. Conclusions

According to the findings, teachers in secondary schools consistently reported high levels of motivation across the extrinsic, social, professional development, and intrinsic domains. More intrinsically motivated teachers were able to conduct lessons more successfully. Strong participation was observed in Learning Action Cell activities, particularly in collaborative engagement and support for professional growth.

Through content mastery, active student participation, constructive criticism, and evidence-based practices, teachers delivered captivating instruction. The effectiveness of educational delivery was significantly positively correlated with both motivation and LAC practices. The most potent predictor of effective instructional practice among the variables was intrinsic motivation, followed by social motivation, professional growth, reflective activities, and continuous monitoring. These results demonstrated that, in the context under study, improving classroom outcomes and bolstering teaching quality require both individual dedication and involvement in cooperative professional networks.

Implication for Policy and Practice

Findings from this study can inform DepEd's continuous professional development and instructional supervision frameworks. Strengthening teacher motivation through recognition, feedback, and opportunities for growth can enhance classroom delivery. Moreover, institutionalizing structured and well-facilitated LAC sessions can reinforce collaborative problem-solving and reflective practice among teachers. These insights align with DepEd's broader goals to improve teacher performance, learner outcomes, and LAC standardization under the NEAP and RPMS frameworks.

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