ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

COHERENT MOTIVATION AND DYNAMIC LEARNING ENVIRONMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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Article DOI: https://doi.org/10.36713/epra23419
DOI No: 10.36713/epra23419

ABSTRACT
This study determined the level of coherent motivation and the extent of a dynamic learning environment among public secondary school teachers in Cateel District 1, Division of Davao Oriental. Utilizing a non-experimental quantitative research design with a correlational method, the study involved 131 public secondary school teachers selected through universal sampling. Data were analyzed using mean, Pearson r, and regression analysis. The findings revealed that coherent motivation and dynamic learning environment were high. Results indicated a significant relationship between coherent motivation and the dynamic learning environment among public secondary school teachers. Furthermore, the domains of coherent motivation significantly influenced the dynamic learning environment. Based on these findings, it is recommended that public school teachers be encouraged to participate in professional development programs, such as symposiums and trainings organized by the Department of Education. These initiatives may enhance teachers' professional competence, promote best educational practices, and strengthen the delivery of quality learning experiences to students.

KEYWORDS: *Coherent Motivation, Dynamic Learning Environment, Public Secondary Schools, Teachers*

1. INTRODUCTION
Coherent teacher motivation and dynamic learning environments have become increasingly central themes in educational research. While student achievement remains a primary indicator of success, scholars have begun to recognize the importance of the instructional climate and teachers' motivation in shaping long-term educational outcomes. A dynamic learning environment fosters a culture of inquiry, collaboration, and responsiveness that enhances both teaching effectiveness and student engagement. This shift underscores the importance of nurturing conditions that support the professional and personal growth of teachers (Usman, 2021; Yang, 2021).

Initially, dynamic learning was defined as a flexible and adaptive instructional setting that promotes student-centered learning. However, recent studies have extended this definition to include the alignment between teacher motivation, leadership practices, and institutional vision (Shengnan & Hallinger, 2021). Such alignment fosters a school culture where teachers are empowered to innovate and collaborate. Coherent motivation is thus not an isolated factor but a dynamic process influenced by personal, relational, and structural conditions within the school environment (Eynon & Iuzzini, 2020).

Public school teachers are key agents in advancing the quality of education and in shaping inclusive and responsive classrooms. Their motivation directly impacts instructional quality, student learning outcomes, and school improvement efforts. However, a mismatch between personal values and institutional goals may lead to demotivation, job dissatisfaction, and burnout. Addressing this gap requires supportive leadership and a coherent school culture that sustains teacher morale and professional identity (Cordingley et al., 2019; Ashu et al., 2021).

Globally, the importance of teacher motivation is recognized in fostering high-performing educational systems. Across various countries, including the United States and developing nations, policymakers have emphasized the role of leadership and school culture in sustaining teacher engagement. Power and Goodnough (2019) pointed out that organizational support, collegial relationships, and recognition are key to maintaining motivation. Conversely, misalignment between institutional practices and teachers' intrinsic goals can hinder school effectiveness (Dinibutun et al., 2020).
In the Philippine context, teachers often face challenges such as inadequate resources, limited professional development opportunities, and large class sizes. These issues contribute to stress and diminished motivation. Ji (2021) emphasized that coherent motivational systems are essential in supporting teacher efficacy and ensuring sustained engagement. Shafait et al. (2021) further argued that emotional intelligence and reflective capacity are crucial in navigating such challenges. Developing a dynamic

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learning environment that supports teacher motivation can contribute to improved educational practices and learner outcomes.

This study addresses a gap in the literature by exploring the relationship between coherent teacher motivation and the development of dynamic learning environments in public secondary schools. It assumes that motivation and instructional climate are interrelated and seeks to identify practices that enhance both. The findings aim to provide school leaders with practical insights on how to foster motivation and promote sustainable teaching practices. By examining the intersection of motivation, leadership, and school culture, this study contributes to the broader discourse on enhancing teacher performance and overall educational quality.

1.1 Statement of the Problem

This study was conducted to determine the coherent motivation and dynamic learning environment among public secondary school teachers. Specifically, it sought answers to the following sub-problems:

1. What is the level of coherent motivation among public secondary school in terms of:
1.1 modernism,
1.2 creativeness,
1.3 critical thinking and
1.4 problem-solving?

2. What is the level of dynamic learning environment among teachers in public secondary school in terms of:
2.1 dealings,
2.2 social skills,
2.3 be role models,
2.4 classroom rules and
2.5 commendation?

3. Is there significant relationship on the level of coherent motivation and dynamic learning environment among public secondary school teachers?
4. Which domains of coherent motivation significantly influence dynamic learning environment among public secondary school teachers?

1.2 Hypotheses

The null hypotheses were tested at 0.05 level of significance:
H_o1. There is no significant relationship on the level of coherent motivation and dynamic learning environment among public secondary school teachers.
H_o2. None of the domains of coherent motivation significantly influence dynamic learning environment among public secondary school teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. Quantitative research involves the systematic collection and statistical analysis of numerical data to ensure objectivity, accuracy, and the generalizability of findings across educational settings (Fadele & Rocha, 2025). This method is widely used in social sciences to investigate patterns and relationships among variables that can be measured and quantified.

The descriptive-correlational design was appropriate for this study as it sought to determine the relationship between coherent motivation and the dynamic learning environment of teachers in public secondary schools. This approach allowed the researcher to describe the existing status of each variable without manipulating any conditions, while also assessing whether a statistically significant relationship exists between them.

As emphasized by Taherdoost (2022), correlational research methods are valuable in examining how two or more variables influence or interact with each other. In this context, the correlational method was used to determine whether higher levels of coherent motivation among teachers are associated with the presence of a more dynamic and supportive learning environment in public secondary school settings.
By adopting this research design, the study aimed to generate data-driven insights that could inform educational leaders, teacher trainers, and policymakers in developing strategies to enhance teacher motivation and classroom dynamism. The findings are expected to support future interventions focused on improving the overall teaching and learning atmosphere in public secondary schools.

2.2 Research Respondents

The respondents of the study were 131 teachers as respondents in public secondary school teachers. They are chosen as respondents since they serve at least three years and above in public schools and they are knowledgeable about the purpose of this study, wherein the researcher can elicit the real data from them. The method used in selecting the respondents in this study was the universal sampling which means all the population of the study were considered as respondents. This study was conducted in the school year 2022-2023.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the levels of coherent motivation and the dynamic learning environment of public secondary school teachers. The questionnaire consisted of two main sections aligned with the research variables. Each section was carefully structured to ensure clarity, contextual relevance, and alignment with the study's objectives.

The first section focused on coherent motivation, which included items measuring innovation, creativity, critical thinking, and problem-solving as dimensions of teacher motivation. These items were constructed based on a review of recent literature and theoretical foundations related to intrinsic and professional

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motivation among educators. To validate the content of this section, the questionnaire was reviewed and evaluated by experts in educational psychology and teacher training. This section showed high internal consistency, with a Cronbach's alpha coefficient of 0.946, indicating excellent reliability.

The second section assessed the dynamic learning environment, encompassing elements such as teacher-student interactions, social skills, classroom management practices, recognition of student efforts, and modeling of appropriate behaviors. Items were adapted from validated instruments used in studies on effective classroom climates and teacher practices and were refined to suit the public secondary school context. This section also demonstrated strong internal reliability, with a Cronbach's alpha of 0.932. The final version of the instrument was deemed clear, comprehensive, and suitable for the target respondents, making it appropriate for the data collection process in this study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent of the Division of Davao del Sur to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the 131 teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

In analyzing and interpreting the data collected for this study, several statistical tools were employed to effectively address the research objectives:

Mean and standard deviation were used to determine the overall levels of coherent motivation and the dynamic learning environment among public secondary school teachers. These descriptive statistics provided a summary of how consistently motivation was present among the teachers and how dynamic their classroom environments were perceived to be.

Pearson's Product-Moment Correlation Coefficient (Pearson r) was utilized to examine the strength and direction of the relationship between coherent motivation and the dynamic learning environment. This inferential analysis aimed to determine whether a statistically significant association existed between teachers' level of motivation and the quality of their classroom environments.

Furthermore, multiple linear regression analysis was conducted to assess the influence of coherent motivation on the dynamic learning environment. This allowed the researcher to identify whether motivation significantly predicted the level of dynamism, engagement, and adaptability present in the learning environment of public secondary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Coherent Motivation among Teachers

Table 1. ***Level of Coherent Motivation among Teachers***

Statements	Mean	Descriptive Equivalent
Modernism	3.26	Moderate
Creativeness	3.10	Moderate
Critical Thinking	4.10	High
Problem-Solving	3.38	Moderate
Overall	**3.46**	**High**

Presented in Table 1 is the level of coherent stimulation among public secondary school teachers, based on the mean scores across four key domains: modernism, creativeness, critical thinking, and problem-solving. The domain of critical thinking recorded the highest mean score of 4.10, indicating that teachers frequently engage learners in analyzing information, evaluating arguments, and making informed decisions. This was followed by the domain of problem-solving, which had a mean score of 3.38, suggesting that educators often promote strategies for identifying issues and implementing solutions. The domain of modernism registered a mean score of 3.26, reflecting moderate levels of introducing innovative strategies and going beyond conventional classroom

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practices. Lastly, creativeness obtained the lowest mean score of 3.10, indicating that opportunities for creative expression and idea generation are sometimes encouraged. Overall, the level of coherent stimulation among public secondary school teachers yielded a mean score of 3.46, categorized as high, suggesting that teachers regularly foster innovation, creativity, critical thinking, and problem-solving within their instructional practices.

This finding aligns with the study of Delgado Alban (2020), which emphasized that coherent stimulation involves encouraging followers to question outdated practices and to experiment with new methods and perspectives. Classroom leaders who stimulate critical and creative thinking cultivate an environment of continuous growth and reflective inquiry. Similarly, Cai et al. (2019) found that this type of leadership supports the development of innovative approaches to organizational challenges by motivating individuals to challenge their existing beliefs and values as well as those of the group. Their research highlighted that schools promoting coherent stimulation empower teachers to modernize their methods and respond adaptively to emerging educational needs. Additionally, these findings underscore the importance of instructional leadership that fosters a culture of exploration and transformation, ultimately contributing to enhanced teaching quality and student learning outcomes.

3.2 Level of the Dynamic Learning Environment among Teachers

Table 2. ***Level of the Dynamic Learning Environment among Teachers***

Statements	Mean	Descriptive Equivalent
Build Strong Relationships	4.07	High
Teach Essential Social Skills	4.19	High
Be Role Models	3.45	High
Clarify Classroom and School Rules	3.71	High
Praise Students for Good Choices	3.28	Moderate
Overall	**3.90**	**High**

Presented in Table 2 is the level of dynamic learning environment among teachers in public secondary schools, based on the mean scores and descriptive equivalents across five key indicators: build strong relationships, teach essential social skills, be role models, clarify classroom and school rules, and praise students for good choices. The indicator "teach essential social skills" obtained the highest mean score of 4.19, described as high, indicating that teachers often help students develop the interpersonal skills necessary for collaboration and communication. This was followed by "build strong relationships" with a mean score of 4.07, also interpreted as high, reflecting teachers' consistent efforts to foster meaningful connections with learners. The indicators "clarify classroom and school rules" and "be role models" yielded mean scores of 3.71 and 3.45, respectively, both with high descriptive equivalents, showing that teachers still maintain structure and act as behavioral guides. Meanwhile, "praise students for good choices" recorded the lowest mean score of 3.28, interpreted as moderate, suggesting that recognition of student efforts and positive behavior is applied less consistently. The overall mean was 3.90, categorized as high, indicating that a dynamic learning environment is frequently evident in classroom practices.

This finding aligns with the study of Franklin and Harrington (2019), which emphasized that dynamic classroom environments promote student well-being and engagement by enabling strong relationships and clear expectations. Similarly, Dörnyei and Muir (2019) found that effective classroom dynamics significantly contribute to students' motivation, behavior, and academic progress. These findings reinforce the importance of teaching practices that foster supportive, structured, and socially enriching learning settings. Additionally, Frey et al. (2019) highlighted that when teachers consistently model desired behaviors and recognize positive choices, they create emotionally safe and productive classrooms that support student development and learning.

3.3 Significant Relationship Between Coherent Motivation and Dynamic Learning Environment of Public Secondary School Teachers

Table 3. ***Significant Relationship Between Coherent Motivation and Dynamic Learning Environment of Public Secondary School Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Coherent Motivation **(X)**	Dynamic Learning Environment **(Y)**	0.884	High Correlation	0.000	Reject

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Presented in Table 3 is the correlation analysis between coherent motivation and dynamic learning environment among public secondary school teachers. The computed correlation coefficient (r) is 0.884, indicating a strong degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between coherent motivation and a dynamic learning environment. This finding suggests that when coherent motivation is high, the learning environment becomes more dynamic and engaging, underscoring the importance of cultivating motivating practices to improve educational settings.

This finding is supported by the work of Kin and Kareem (2019), who described coherent motivation as an instructional leadership approach that encourages innovation, creativity, critical thinking, and problem-solving. Their research revealed that leaders who stimulate intellectual engagement inspire curiosity and openness to new ideas, which in turn contribute to a more adaptive and effective classroom environment. Likewise, Chu et al. (2021) emphasized that coherent stimulation fosters a culture of continuous improvement by challenging outdated traditions and encouraging teachers and students to explore alternative approaches. Such stimulation empowers teachers to collaboratively address challenges, promoting a more vibrant and forward-thinking learning environment.

3.4. Significant Influence of Domains of Coherent Motivation on Dynamic Learning Environment of Teachers

Table 4. ***Significant Influence of Domains of Coherent Motivation on Dynamic Learning Environment of Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.34	0.39		3.44	0.001	Significant
Modernism	0.42	0.36	0.38	3.67	0.000	Significant
Creativeness	0.51	0.41	0.44	4.00	0.000	Significant
Critical Thinking	0.55	0.43	0.47	4.21	0.000	Significant
Problem-Solving	0.58	0.45	0.49	4.38	0.000	Significant
Regression Model:						
Organizational Effectiveness = 1.34 + 0.42(Modernism) + 0.51(Creativeness) + 0.55(Critical Thinking) + 0.58(Problem-Solving)						
$R = 0.89$; $R^2 = 0.79$; $F = 112.65$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of coherent motivation on the dynamic learning environment among public secondary school teachers. The regression model yielded an R-value of 0.89 and an R^2 value of 0.79, suggesting that 79% of the variance in the dynamic learning environment is accounted for by the collective contributions of the coherent motivation domains. The model is statistically significant, as evidenced by an F-value of 112.65 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of coherent motivation have a significant influence on the dynamic learning environment. Among the predictors, problem-solving emerged as the most influential domain, with a standardized beta (β) coefficient of 0.49, an unstandardized coefficient (B) of 0.58, and a t-value of 4.38 ($p = 0.000$), indicating a strong and statistically significant relationship. Critical thinking followed closely, showing a robust influence with $\beta = 0.47$, $B = 0.55$, and $t = 4.21$ ($p = 0.000$). Creativeness also demonstrated a meaningful impact, with a β coefficient of 0.44, $B = 0.51$, and $t = 4.00$ ($p = 0.000$), confirming its significance. Modernism, while slightly lower in influence, still showed a notable effect with $\beta = 0.38$, $B = 0.42$, and $t = 3.67$ ($p = 0.000$). These results affirm that all four domains significantly contribute to shaping a dynamic learning environment, with problem-solving and critical thinking emerging as the strongest determinants.

This finding aligns with prior research that emphasizes the importance of coherent motivation in shaping educational environments. García-Moya et al. (2020) highlighted that fostering a sense of coherence through strong school relationships and consistent motivation strategies contributes to a vibrant and dynamic classroom atmosphere. Similarly, Franco and DeLuca (2019) stressed the significance of establishing clear classroom rules, modeling critical thinking, and promoting creativity as foundations for an effective learning environment. These insights suggest that while coherent motivation as a framework is impactful, its components must be strategically reinforced and aligned with school goals to maximize their effect on fostering inclusive, engaged, and learner-centered educational settings.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of coherent motivation among public secondary school teachers is generally high. This indicates that teachers consistently demonstrate attributes such as innovation, creativity, critical thinking, and problem-solving. These dimensions of motivation reflect the teachers' intrinsic drive to engage in meaningful instructional practices and continuously improve their professional performance. The high level of coherent motivation suggests that public secondary school teachers possess the enthusiasm and purposeful intent necessary to navigate the complexities of modern teaching environments effectively.

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Secondly, the level of dynamic learning environment in public secondary schools is also high, as reflected in teachers' frequent manifestations of social skills, fair dealings with students, role modeling, enforcement of classroom rules, and provision of commendation. These elements collectively create a supportive and stimulating educational climate that enhances student engagement and achievement. Teachers' commitment to fostering positive interactions and maintaining structured learning settings highlights their role in creating a classroom culture conducive to holistic student development.

Thirdly, the study revealed a statistically significant positive relationship between coherent motivation and dynamic learning environment among public secondary school teachers. This indicates that as teachers exhibit higher levels of coherent motivation, there is a corresponding enhancement in the quality of the learning environment they create. This connection underscores the influence of internal teacher motivation on external classroom practices, emphasizing the interdependence between personal professional values and pedagogical effectiveness. Consequently, the null hypothesis was rejected in favor of a meaningful association between the two variables.

Lastly, the study identified that specific domains of coherent motivation, namely innovation, creativity, critical thinking, and problem-solving, significantly influence the dynamic learning environment. Innovation and creativity contribute to engaging and adaptable teaching approaches, while critical thinking and problem-solving empower teachers to address instructional challenges and adapt strategies to meet diverse learner needs. These motivational dimensions not only enrich instructional delivery but also enhance student participation, behavior management, and classroom relationships. Strengthening these motivational factors may therefore serve as a strategic focus for professional development programs aimed at elevating the overall quality of public secondary education.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering the high level of coherent stimulation among public secondary school teachers, school heads are encouraged to strengthen practices that promote innovation, creativity, critical thinking, and problem-solving. Initiatives may include offering more flexible time for teachers to plan and experiment with instructional strategies, recognizing creative classroom practices, and providing platforms for sharing innovative teaching experiences. These efforts can enhance ownership, productivity, and the integration of creative learning opportunities for students.

Secondly, given the high level of dynamic learning environments demonstrated by teachers, efforts should be directed toward reinforcing the quality of teacher-student relationships and classroom culture. Teachers may benefit from continuous training on values integration, classroom management, and interpersonal skills development. Emphasizing attributes such as honesty, empathy, humor, and respect can contribute to a more positive, supportive, and well-managed learning atmosphere.

Thirdly, in light of the significant relationship between coherent motivation and dynamic learning environments, school leaders should intentionally create conditions that support teacher motivation. This may involve initiatives that help teachers reflect on their professional identity, affirm their purpose, and encourage self-expression even in the face of challenges. Providing safe, predictable classroom environments will further support the development of meaningful teacher-student interactions.

Fourthly, the significant influence of coherent motivation domains on dynamic learning environments suggests the need for targeted strategies that strengthen teachers' sense of purpose and professional community. Programs promoting perspective-taking, empathy, and collaboration can help build an inclusive school culture. Encouraging teachers to share best practices and support one another in navigating classroom challenges may also enhance their ability to foster a thriving educational setting.

Lastly, future researchers are encouraged to investigate other potential factors that influence coherent motivation and dynamic learning environments in public secondary schools. Exploring areas such as school leadership, policy support, and teacher well-being using qualitative or mixed-method designs may yield deeper insights. Longitudinal research could also provide a clearer understanding of how sustained motivational practices impact classroom climate and teaching effectiveness over time.

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Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

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