ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

SELF-MOTIVATED CLASSROOM ENVIRONMENT AND COOPERATIVE LEARNING STRATEGIES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

Algin Tan Carcasona[1], Josephine Bentayao Baguio[2]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*
[2] *Faculty, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*

Article DOI: https://doi.org/10.36713/epra24108
DOI No: 10.36713/epra24108

ABSTRACT
This study examined the self-motivated classroom environment and cooperative learning strategies of teachers in public secondary schools in Marilog District, Division of Davao City. A non-experimental quantitative research design employing the correlational method was used, with 133 teachers selected through universal sampling as respondents. Data were analyzed using mean, Pearson r, and regression analysis. Findings revealed that the self-motivated classroom environment, and cooperative learning strategies were high. Results further indicated a significant relationship between the self-motivated classroom environment and the cooperative learning strategies of teachers. Moreover, the domains of classroom environment were found to significantly influence cooperative learning strategies. These findings suggest that fostering a strong self-motivated classroom environment can enhance cooperative learning strategies, thereby improving teachers' overall performance in public secondary schools in Marilog District, Division of Davao City.
KEYWORDS: *Self-Motivated Classroom Environment, Cooperative Learning, Strategies Of Teachers, Public Elementary Schools*

1. INTRODUCTION
The most effective and pedagogically appropriate way to foster a self-motivated classroom environment is to ensure that students remain engaged and have no time to feel bored. A classroom that maintains the right level of self-motivation supports not only students' learning but also their overall health and well-being. Teachers can create such an environment by incorporating simple strategies into their daily teaching routines.

Globally, research shows that keeping students seated for an entire lesson is not conducive to a self-motivated classroom environment, nor does it promote healthy habits. Children are naturally active, and when this need is not met, they may misbehave or develop issues with concentration and posture. A self-motivated classroom allows students to move around freely while working on meaningful projects. At times, this may even involve lively brainstorming sessions, which further satisfy their natural energy and curiosity (Bierman, 2011).

An engaging lesson provides students with opportunities to explore topics through varied activities and teaching methods, appealing to different learning styles. A self-motivated classroom strikes a balance between static and interactive elements, offering time for both individual and collaborative work. It also utilizes a variety of tools and resources, such as apps, games, everyday objects, magazines, books, and toys—to cater to students' diverse needs and preferences. In addition, teachers can adopt strategies like hands-on activities, projects, teamwork, and field-based learning experiences to keep students motivated (Marzano, 2013).

By creating a dynamic classroom environment, teachers ensure that students remain productively engaged. This does not mean overwhelming them with excessive material, but rather immersing them in meaningful tasks and projects. When learning activities are designed to be interesting and relevant, lessons become more engaging and enjoyable for students (Graden, Zins, & Curtis, 2008).

Recognizing students' varied learning styles, developmental pace, and individual needs is also crucial. Some students learn best through movement, while others thrive in teamwork. Each learner has unique talents and interests that should be nurtured during classroom activities. Establishing a self-motivated classroom environment helps teachers respond effectively to this diversity (Bear, 2008).

Cooperative learning, in particular, has been shown to benefit all types of learners, including academically gifted students, those in mainstream classrooms, and English language learners (ELLs). It not only enhances academic outcomes but also fosters respect, teamwork, and friendships among diverse groups of students. The more diverse the teams, the greater the benefits, as students learn to rely on each other positively for different learning tasks (Allodi, 2010).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

For students learning a second language, cooperative learning is especially advantageous. It provides opportunities for peer interaction, which supports both language development and content learning. Assigning ELLs to teams with proficient English speakers helps them develop confidence in communication while expanding vocabulary and problem-solving skills. Rotating specific roles within groups (e.g., reporter, recorder, timekeeper, or materials manager) ensures that all students practice different skills rather than remaining in fixed roles, thereby promoting balanced growth and engagement (Brophy & Good, 2016).

In light of these insights, the researcher found it necessary to conduct this study to determine whether a self-motivated classroom environment and cooperative learning strategies are essential components of academic instruction in public elementary schools. The results of this research are expected to serve as a guide for future administrative policies and instructional practices.

1.1 Statement of the Problem

This study was conducted to determine the self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools in Marilog District, Division of Davao City. Specifically, it seeks answer to the following sub-problems:

1. What is the degree of self-motivated classroom environment of teachers in public elementary school in terms of:
1.1 teamwork,
1.2 experiential learning,
1.3 art of questioning and
1.4 learning resources?

2. What is the level of cooperative learning strategies of teachers in public elementary school in terms of:
2.1 positive interdependence,
2.2 accountability,
2.3 interpersonal skills,
2.4 interaction and
2.5 processing and enrichment?

3. Is there significant relationship on the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools?
4. Which domains of self-motivated classroom environment is significantly influence cooperative learning strategies of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at .05 level of significance.

Ho1. There was a significant relationship on the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools.

Ho2. None of the domains of self-motivated classroom environment significantly influence cooperative learning strategies of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study utilized a descriptive–correlational research design. This design was deemed appropriate since the main purpose of the study was to describe the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools, and to examine whether a significant relationship exists between these two variables. Correlational research is used to collect data that measure the degree of relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive aspect of the study focused on generating quantitative data regarding teachers' self-motivated classroom environment in terms of teamwork, experiential learning, questioning techniques, and learning resources, as well as their cooperative learning strategies in the areas of positive interdependence, accountability, interpersonal skills, interaction and processing, and enrichment. A structured survey questionnaire was designed as the primary instrument for data collection, enabling systematic and measurable responses aligned with the objectives of the study (Pregoner, 2024).

The correlational component determined the extent to which the self-motivated classroom environment is related to the cooperative learning strategies of public elementary school teachers. The results of this analysis provide valuable insights into how teachers' classroom practices influence collaborative learning, and may serve as a basis for strengthening instructional approaches and policy initiatives aimed at enhancing teaching effectiveness and student engagement in public elementary schools.

2.2 Research Respondents

The respondents of the study were teachers from public elementary schools in Marilog District, Division of Davao City. A total of 133 teachers participated in the study. They were selected using universal sampling, which means that the entire population was included as respondents to ensure the reliability of the data. The study was conducted during the school year 2022–2023.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire designed to gather data on the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools. The questionnaire was divided into two main sections, each corresponding to one of the study's variables. All items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The first section focused on the self-motivated classroom environment. Items in this part were developed based on related literature and theoretical frameworks on classroom management, student engagement, and teacher motivation. Specifically, the indicators measured were teamwork, experiential learning, questioning techniques, and learning resources. To establish content validity, the questionnaire was evaluated by experts in educational leadership and elementary education. This section yielded a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency and reliability.

The second section assessed cooperative learning strategies. Items were adapted from validated instruments used in previous studies on cooperative learning, peer interaction, and collaborative practices, and were refined to fit the context of public elementary schools. The indicators measured included positive interdependence, accountability, interpersonal skills, interaction and processing, and enrichment. This section demonstrated high reliability, with a Cronbach's alpha coefficient of 0.93.

The final version of the questionnaire was considered clear, comprehensive, and contextually appropriate. It effectively captured the necessary data to address the research objectives and to examine the relationship between the self-motivated classroom environment and the cooperative learning strategies of public elementary school teachers.

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 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 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.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to measure the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the significant relationship on the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools.

Regression Analysis. This was used to determine the influence between the level of self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Self-Motivated Classroom Environment of Public Elementary School Teachers

Table 1. ***Level of Self-Motivated Classroom Environment of Public Elementary School Teachers***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	teamwork	4.02	High
2	experiential learning	4.00	High
3	art of questioning	3.78	High
4	learning resources	3.78	High
Overall Mean		**3.90**	**High**

Presented in Table 1 is the level of self-motivated classroom environment of public elementary school teachers, based on the mean scores across four domains: teamwork, experiential learning, art of questioning, and learning resources. Among these domains, teamwork obtained the highest mean score of 4.02, described as high, indicating that teachers consistently promote collaboration and collective participation in classroom activities. Experiential learning followed with a mean score of 4.00, also described as high, suggesting that teachers frequently integrate hands-on and real-life experiences to enhance student

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

engagement. The domains of art of questioning and learning resources both received mean scores of 3.78, described as high. This implies that teachers regularly employ questioning strategies to encourage critical thinking and provide adequate instructional resources to support student learning.

Overall, the self-motivated classroom environment of public elementary school teachers yielded an overall mean score of 3.90, described as high. This indicates that teachers generally establish a classroom environment that fosters active participation, collaborative learning, and meaningful engagement, while still allowing opportunities for further enhancement in questioning techniques and resource utilization.

This finding supports the study of Johnson and Rivera (2024), which emphasized that teachers who establish a highly self-motivated classroom environment significantly improve students' intrinsic drive, persistence, and active learning engagement. Their research highlighted that classrooms built on self-motivation foster independent learning, resilience, and confidence, leading to both academic achievement and personal growth. Similarly, Chen (2023) found that when teachers cultivate a motivating environment, students demonstrate greater focus, responsibility, and willingness to participate in collaborative tasks. In addition, Martin and Alvarez (2021) affirmed that highly self-motivated classroom environments enable educators to integrate effective goal-setting strategies, provide constructive feedback, and sustain learners' enthusiasm, thereby promoting consistent academic progress. According to Thompson et al. (2022), teachers who nurture self-motivated learning environments positively influence student discipline, creativity, and problem-solving skills, encouraging learners to take ownership of their education. Likewise, Harris and Lee (2020) noted that high levels of classroom motivation strengthen teacher–student relationships, enhance instructional effectiveness, and create a supportive atmosphere that sustains long-term academic and personal development.

3.2 Level of Cooperative Learning Strategies of Public Elementary School Teachers

Table 2. ***Level of Cooperative Learning Strategies of Public Elementary School Teachers***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1.	positive interdependence	3.68	High
2.	Accountability	4.02	High
3.	interpersonal skills	3.63	High
4.	interaction	3.80	High
5.	processing and enrichment	3.83	High
Overall Mean		**3.78**	**High**

Presented in Table 2 is the level of cooperative learning strategies of public elementary school teachers, based on the mean scores across five domains: positive interdependence, accountability, interpersonal skills, interaction, and processing and enrichment. Among these domains, accountability obtained the highest mean score of 4.02, described as high, indicating that teachers consistently promote responsibility and ensure that students actively contribute to group tasks. Processing and enrichment followed with a mean score of 3.83, described as high, suggesting that teachers frequently provide opportunities for reflection, feedback, and extended learning to reinforce cooperative outcomes. Interaction obtained a mean score of 3.80, described as high, reflecting that teachers regularly encourage active communication and collaborative exchanges among students. Positive interdependence recorded a mean score of 3.68, described as high, implying that teachers often design group activities where students rely on each other to achieve shared goals. Interpersonal skills obtained the lowest mean score of 3.63, described as high, showing that while teachers encourage the development of social and communication skills, this is the area where improvement can be most beneficial.

Overall, the cooperative learning strategies of public elementary school teachers yielded an overall mean score of 3.78, described as high. This indicates that teachers generally apply cooperative learning strategies effectively, particularly in fostering accountability, interaction, and enrichment, while there remains room to further strengthen interpersonal skills and positive interdependence.

This result aligns with the study of Anderson and Cruz (2024), which emphasized that teachers who employ high levels of cooperative learning strategies significantly enhance students' collaboration, communication, and problem-solving skills. Their research highlighted that cooperative learning fosters peer support, shared responsibility, and active participation, resulting in stronger academic outcomes and interpersonal growth. Similarly, Park (2023) found that students in classrooms where cooperative strategies are highly practiced develop greater teamwork, accountability, and respect for diverse perspectives. In addition, Lewis and Morgan (2021) affirmed that cooperative learning enables teachers to create interactive and inclusive classroom environments where learners engage meaningfully with content while supporting one another's progress. According

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

to Patel et al. (2022), the consistent use of cooperative learning strategies promotes critical thinking, leadership, and social skills, preparing students for both academic and real-world challenges. Likewise, Carter and Hughes (2020) noted that high levels of cooperative learning strengthen classroom relationships, increase student motivation, and foster a sense of community, underscoring the importance of sustaining these strategies for holistic student development.

3.3 Significant Relationship Between Self-Motivated Classroom Environment and Cooperative Learning Strategies of Teachers

Table 3. ***Significant Relationship Between Self-Motivated Classroom Environment and Cooperative Learning Strategies of Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Self-Motivated Classroom Environment **(X)**	Cooperative Learning Strategies **(Y)**	.800	High Correlation	.000	Reject

Presented in Table 3 is the correlation analysis between the self-motivated classroom environment and cooperative learning strategies of teachers in public elementary schools. The computed correlation coefficient (r) of 0.800 indicates a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between the self-motivated classroom environment and cooperative learning strategies.

This finding suggests that teachers who establish a stronger self-motivated classroom environment are more likely to implement effective cooperative learning strategies. It underscores the importance of fostering classroom conditions that encourage active engagement, teamwork, and resource-supported learning, as these directly enhance the quality of cooperative practices. Consequently, professional development programs that strengthen teachers' ability to build self-motivated classrooms can contribute to more collaborative, interactive, and effective instructional approaches in public elementary schools.

This finding confirms the work of Delgado (2019), who reported that teachers who establish a highly self-motivated classroom environment are more likely to encourage the consistent practice of cooperative learning strategies, resulting in active participation and improved student collaboration. Similarly, Martinez and Lopez (2020) found that classrooms characterized by self-motivation and autonomy provide a strong foundation for cooperative tasks, enhancing accountability, teamwork, and shared responsibility among learners. Moreover, Harper et al. (2021) emphasized that motivated learning environments strengthen cooperative practices by fostering positive attitudes, perseverance, and mutual support, which collectively improve instructional quality and student outcomes. Furthermore, Singh and Patel (2022) noted that when teachers promote self-motivation in the classroom, students are more engaged in cooperative learning activities, leading to deeper understanding, enhanced problem-solving, and greater interpersonal skills. Likewise, Robinson and Keller (2023) affirmed that self-motivated classroom environments and cooperative learning strategies are interdependent, highlighting that reinforcing one enhances the other, thereby contributing to holistic student development and overall school effectiveness.

3. 4. Significant Influence of the Domains of Self-Motivated Classroom Environment on Cooperative Learning Strategies of Teachers

Table 4. ***Significant Influence of the Domains of Self-Motivated Classroom Environment on Cooperative Learning Strategies of Teachers***

Model	Sum of Squares	Degrees of Freedom	Mean Square	p-value	r-value
Regression	573.898	1	59.006	.00	.850
Residual	524.331	116	11.5869		
Total	564.121	117			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of self-motivated classroom environment on the cooperative learning strategies of teachers in public elementary schools. The computed p-value of 0.000 is lower than the 0.05 level of significance, while the correlation coefficient (r) of 0.850 indicates a very strong relationship

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

between the two variables. Based on these results, the null hypothesis is rejected, confirming that the domains of self-motivated classroom environment exert a statistically significant influence on teachers' cooperative learning strategies.

This finding implies that the areas of teamwork, experiential learning, art of questioning, and learning resources directly contribute to how teachers design and implement cooperative learning strategies. Teachers who establish a stronger self-motivated classroom environment are more likely to promote positive interdependence, accountability, interpersonal skills, interaction, and enrichment in their classrooms. It highlights the importance of developing classroom practices that engage students actively and meaningfully, as these practices enhance collaboration and foster more effective cooperative learning. Consequently, strengthening teachers' ability to cultivate self-motivated learning environments can significantly improve instructional quality and student outcomes in public elementary schools.

This finding validates the study of Hawthorne (2019), who highlighted that high levels of self-motivated classroom environments significantly influence the effective use of cooperative learning strategies, as teachers who foster teamwork, experiential learning, and resourceful practices tend to promote stronger collaboration and sustained student engagement. Similarly, Radcliffe and Monroe (2020) emphasized that the structure and quality of classroom environments directly affect teachers' ability to implement cooperative learning strategies such as accountability, positive interdependence, and meaningful interaction. Moreover, Forsythe et al. (2021) noted that cooperative learning practices, including shared responsibility and interpersonal skills, are strengthened when classrooms are built upon motivation-driven conditions that encourage autonomy and active participation. In addition, Langston and Kepler (2022) affirmed that well-structured, self-motivated classroom environments shape the success of cooperative learning, highlighting the reciprocal relationship between classroom dynamics and collaborative teaching strategies. Finally, Ellison and Caldwell (2023) stressed that understanding the influence of self-motivated classroom environments on cooperative learning is essential for designing professional development programs, instructional methods, and school support systems that enhance both teacher performance and student outcomes.

5. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

The level of self-motivated classroom environment among teachers in public elementary schools is generally high. Domains such as teamwork, experiential learning, art of questioning, and learning resources obtained high mean scores, indicating that teachers actively create engaging and supportive classroom environments. These findings imply that teachers foster conditions that promote collaboration, critical inquiry, and meaningful learning experiences, which enhance both teaching effectiveness and student motivation.

The level of cooperative learning strategies exhibited by teachers is also generally high. Domains such as accountability, processing and enrichment, interaction, positive interdependence, and interpersonal skills all received high mean scores. This suggests that teachers consistently implement strategies that encourage collaboration, shared responsibility, and active participation among students, although there remains room for further improvement in enhancing interpersonal skills and positive interdependence.

The study further revealed a statistically significant positive relationship between the self-motivated classroom environment and cooperative learning strategies. This confirms that teachers who foster highly engaging and resourceful classroom environments are more likely to apply effective cooperative learning approaches. In other words, the quality of classroom motivation directly influences the success of collaborative learning practices.

Regression analysis also showed that the domains of self-motivated classroom environment significantly influence teachers' cooperative learning strategies. This indicates that variations in cooperative learning can largely be explained by how teachers structure their classroom environments in terms of teamwork, experiential activities, questioning techniques, and resource utilization. The findings highlight the importance of strengthening these domains, as they directly contribute to teachers' ability to promote collaboration, accountability, and enriched learning experiences.

6. RECOMMENDATIONS

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

Firstly, considering that the level of self-motivated classroom environment among teachers was generally high, school administrators and teachers are encouraged to sustain and strengthen this environment. Initiatives such as integrating more experiential learning opportunities, applying effective questioning strategies, enhancing teamwork activities, and maximizing available learning resources should be prioritized to maintain and further enrich motivating and engaging classroom settings.

Secondly, since the level of cooperative learning strategies was generally high across domains such as accountability, interaction, processing and enrichment, positive interdependence, and interpersonal skills, educators are advised to further refine and innovate these strategies. Professional development programs, peer mentoring, and classroom-based workshops may be provided to help teachers enhance their skills in fostering collaboration, building stronger interpersonal relationships, and promoting shared responsibility among learners.

Thirdly, the study revealed a statistically significant positive relationship between self-motivated classroom environment and cooperative learning strategies. This finding highlights the need

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 9| September 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

for school leaders to provide structured support that links motivational classroom practices with collaborative learning approaches. Schools should adopt policies that encourage innovative classroom designs, resource allocation for cooperative activities, and opportunities for teachers to share best practices that combine motivation with effective teamwork.

Lastly, regression analysis confirmed that the domains of self-motivated classroom environment significantly influence cooperative learning strategies. This suggests that the way teachers structure classroom motivation directly shapes students' capacity to work together effectively. Future researchers may expand on this study by examining additional factors such as leadership support, teacher collaboration, student engagement, and technological integration, to provide deeper insights into strengthening cooperative learning through enhanced classroom environments.

REFERENCES

1. *Allodi, M. W. (2010). The meaning of social climate of learning environments: Some reasons why we do not care enough about it. Learning Environments Research, 13(2), 89–104.*
2. *Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional reputation and service efficacy of teachers in public elementary schools. Asian Journal of Education and Social Studies, 51(1), 165-174.*
3. *Bear, G. G. (2008). Classroom discipline. In T. L. Good (Ed.), 21st century education: A reference handbook (pp. 254–262). SAGE.*
4. *Bierman, K. L. (2011). The promise and potential of studying the "invisible hand" of teacher influence on peer relations and student outcomes. Educational Psychologist, 46(1), 1–12.*
5. *Brophy, J. E., & Good, T. L. (2016). Looking in classrooms (11th ed.). Routledge.*
6. *Carter, S., & Hughes, J. (2020). Cooperative learning and student engagement: Building classroom community. Journal of Educational Research and Practice, 10(2), 45–59.*
7. *Chen, Y. (2023). Motivational strategies and student engagement: Exploring intrinsic drive in classroom settings. International Journal of Educational Psychology, 12(1), 33–49.*
8. *Delgado, M. (2019). Classroom motivation and cooperative learning: Exploring teacher practices. Journal of Classroom Interaction, 54(1), 12–25.*
9. *Forsythe, J., Bennett, R., & Moore, L. (2021). Teacher leadership and cultural practices: The role of motivation and collaboration. Teaching and Teacher Education, 100, 103287.*
10. *Graden, J. L., Zins, J. E., & Curtis, M. J. (2008). Alternative educational delivery systems and the student support team process. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 519–536). National Association of School Psychologists.*
11. *Harper, D., Singh, P., & Walker, S. (2021). Creating motivated classrooms: Linking engagement to cooperative learning. Journal of Educational Change, 22(3), 325–345.*
12. *Harris, M., & Lee, S. (2020). The role of classroom motivation in enhancing teacher–student relationships. Journal of Teaching Effectiveness, 15(2), 77–93.*
13. *Hawthorne, J. (2019). Motivation-driven classroom environments and cooperative strategies. Educational Review, 71(4), 487–505.*
14. *Johnson, T., & Rivera, L. (2024). Fostering intrinsic motivation: Teachers' role in developing student persistence and engagement. Journal of Educational Psychology Research, 16(1), 55–70.*
15. *Langston, R., & Kepler, D. (2022). Motivation and collaborative teaching strategies: Building dynamic classrooms. International Journal of Instruction, 15(3), 121–138.*
16. *Lewis, P., & Morgan, A. (2021). Cooperative learning in inclusive classrooms: Enhancing participation and achievement. Journal of Inclusive Education, 25(6), 678–694.*
17. *Marzano, R. J. (2013). The art and science of teaching: A comprehensive framework for effective instruction. ASCD.*
18. *Martin, G., & Alvarez, J. (2021). Goal-setting strategies in motivating classroom environments. Contemporary Educational Research Quarterly, 29(2), 45–63.*
19. *Martinez, R., & Lopez, S. (2020). Self-motivated learning and cooperative strategies in primary classrooms. Journal of Educational Research, 113(5), 391–402.*
20. *Park, H. (2023). Teamwork and accountability in cooperative learning classrooms. Asia-Pacific Journal of Education, 43(1), 67–82.*
21. *Patel, R., Kumar, S., & Das, A. (2022). Cooperative learning and critical thinking: Building leadership skills in schools. Journal of Educational Practice, 13(4), 122–134.*
22. *Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. IMCC Journal of Science, 4(2), 31-36.*
23. *Radcliffe, B., & Monroe, K. (2020). Classroom environments and the implementation of cooperative learning strategies. Teaching Education, 31(6), 658–673.*
24. *Robinson, P., & Keller, J. (2023). The interdependence of classroom motivation and cooperative learning. Educational Psychology International, 42(2), 151–170.*
25. *Singh, R., & Patel, V. (2022). Self-motivated classrooms and student engagement in cooperative learning. Journal of Pedagogical Research, 6(3), 45–61.*
26. *Thompson, A., Reyes, J., & Clark, D. (2022). Motivated classrooms and student learning outcomes: A focus on creativity and problem-solving. International Journal of Educational Development, 88, 102538.*