Teachers' Motivational Strategies in Research Report Writing

Cheryl N. Gonzaga

DepED

ABSTRACT

The ability to effectively communicate research findings through writing is a vital skill for students across disciplines. Though, many students encounter challenges in interpreting their ideas into comprehensible reports, the role of educators in motivating students through the difficulties of research writing becomes critical. This study provides report on the influence of various teachers' motivational strategies on the process and outcomes of research report writing among students. This progressed through exploratory sequential mixed methods discovering themes which are bases on how motivational strategies teachers mostly use in their Research class influence students' report writing skills. Several themes emerged affirming collaborative learning strategies, adaptive and interest-based strategies, and motivational reinforcement strategies can boost student engagement in research writing. In addition, key factors in improving students' research report writing skills include adaptation of strategies, classroom environment, consistency and frequency of strategy implementation. Further, students' quality of research reports, engagement level and completion rate are greatly influenced by teachers' motivational strategies. Learners who are highly inspired are more focused and most likely produce better outputs. Thus, teachers should continue to try and venture new strategies to keep students motivated and interested.

INTRODUCTION

Over the years, many reforms and transformations have happened in the Philippine Education. These academic revolutions carried promising teaching and learning processes which are marking leap to the educational system in the country today. Though restructuring of the system is seemingly progressing, the learner-centered pedagogy is still highly promoted even with the recent DepEd's Curriculum.

In the present-day educational scene, the ability to effectively communicate research findings through writing is a vital skill for students across disciplines. Research report writing not only demonstrates students' understanding of a topic but also serves as a medium for critical thinking, analysis, and synthesis of information (Fisher, Frey and Hattie, 2016). However, many students encounter significant challenges in translating their ideas into coherent reports. As a result, the role of educators in nurturing an environment that motivates and guides students through the complexities of research writing becomes increasingly critical. Research indicates that the implementation and frequency of these strategies significantly impact student learning outcomes (Ryan & Deci, 2017).

Teachers' motivational strategies have been identified as key factors influencing student learning outcomes, particularly in challenging tasks such as research report writing. These strategies encompass a range of techniques that educators can employ to inspire and engage students.

Motivational strategies in education are essential as they directly influence student engagement and performance as mentioned by (Derakhshan et. al., 2022). Gregory (2016) revealed that teacher strategies such as providing clear goals and constructive feedback, can enhance student motivation and ownership of learning. However, the application of these strategies in the context of research report writing remains underexplored.

While existing research highlights the significance of teachers' motivational strategies in various educational contexts, there is a noticeable lack of comprehensive studies specifically focusing on how these strategies impact the research report writing process. The existing literature primarily examines motivational strategies in general classroom settings or in specific subjects, but seldom explores into the nuanced relationship between these strategies and the specific complexities associated with research report writing.

Finally, understanding the interplay between teacher motivational strategies and research report writing is essential for improving educational practices and outcomes in writing instruction. Thus, this research study was being conceptualized.

RESEARCH QUESTIONS

The primary purpose of this study is to investigate the influence of various teachers' motivational strategies on the process and outcomes of research report writing among students. This sought address the following questions:

1. What are the motivational strategies implemented during the research report writing process?

2. What key factors have contributed to the improvement of students' research report writing skills as perceived by teachers?

3. How do the implemented motivational strategies influence the quality of students' research reports as assessed by teachers?

Research Design

This study used Phenomenological research which is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The important findings derived from phenomenology are an understanding of a phenomenon as seen through the eyes of those who have experienced it. Phenomenological inquiry holds the assumption that there is an essence or essences to shared experience (Patton, 2014).

Locale of the Study

This study was conducted in different secondary schools of Kidapawan City. Kidapawan City is part of the SOCCSKSARGEN region located at the foot of Mt. Apo and is considered a major city within Mindanao.

Research Instrument

This study used an interview guide with a primary question and probing questions. It was a self-assessment which required the participants to answer the open-ended questions. Such instrument was validated by experts to ensure relevance and correctness.

Research Participants

This study utilized purposive simple random sampling to select 25 Research teachers from Senior High School and Junior High School of Kidapawan City Division. These participants were interviewed to explore their lived experiences in teaching research to High School learners.

Data Analysis

Thematic analysis was performed from an interview and focus group transcripts to identify common themes related to teachers' motivational strategies and students' feedback. Qualitative coding was used to facilitate data organization.

RESULTS AND DISCUSSIONS

Unleashing the Power of Teachers' Motivation: How Strategies Elevate Student Research Report Quality

This study explored the results of in-depth interviews conducted with teacher-informants using a phenomenological research design. These teachers shared their lived experiences on how they implemented motivational strategies to boost students' research report. With their consent, the interviews were recorded via phone and later transcribed. The researcher then conducted a thorough analysis by identifying and grouping common, relevant responses to draw meaningful insights aligned with the study's objectives.

Significant phrases from the transcripts and other comments were identified as thematic statements during the theme determination process. These phrases were identified and categorized based on their connections to the themes. Themes were divided into three categories: global themes, basic themes, and core ideas. Overall, the results were emphasized, with supporting remarks from the transcriptions confirming the discovered themes and related literature.

Motivational Strategies Implemented by Teachers During the Research Report Writing Process

The first research question sought themes on the motivational strategies implemented by teachers during the research report writing process of their students. Table 1 shows the themes on the teachers' motivational strategies implemented during the research report writing process. three basic themes emerged which included collaborative learning strategies, adaptive and interest-based strategies, and motivational reinforcement strategies.

Collaborative Learning Strategies. Majority of the teachers expressed that collaborative learning strategies serve as a fundamental component in increasing student engagement and motivation in research report writing. Most of the teachers narrated that when students work in groups or pairs, they exhibit higher levels of participation and enthusiasm, as peer interaction fosters idea-sharing, knowledge-building, and cooperative problem-solving. Dominant among the informants was the perspective that students who collaborate tend to refine their thoughts more effectively, as discussions allow for constructive critique and immediate feedback from their peers. Furthermore, they emphasized that allowing students to select their own groupmates promotes comfort and confidence, enhancing their ability to express ideas and contribute meaningfully to the research process.

Additionally, many teachers highlighted that structured group meetings encourage accountability, enabling students to organize their tasks and manage workload efficiently. They expressed that when students are actively engaged in a team-based research environment, they develop stronger communication skills and learn how to synthesize different perspectives into a cohesive argument. They also shared that establishing an open consultation environment creates a safe space for students to seek academic guidance, thereby reducing anxiety and strengthening their ability to engage in higher-order thinking skills required for research writing.

This is supported by the responses of several teachers:

"Ga-group work gyud ko kay mas effective." (I utilize group work in class and find it more effective.) (Informant 3)

"Allowed sila magpili sa ilang ka-grupo para maka-help sa ila to work comfortably." (Allowing students to choose their groupmates helps them work comfortably.) (Informant 10)

"Collaborative discussions enable students to share ideas and refine their papers." (Informant 5)

"I encourage peer learning, where students support each other in output creation." (Informant 2)

"Group meetings help students improve their research through collective brainstorming." (Informant 12)

The narratives implied that collaborative learning directly contributes to students' cognitive development, emotional engagement, and research proficiency. Through shared discourse, students become critical thinkers, active learners, and reflective writers who can integrate multiple viewpoints into their work. Additionally, peer-assisted learning fosters inclusivity, where students of varying abilities benefit from mutual support and collective knowledge-building. The shift from individual effort to a collective pursuit of academic excellence ensures that students develop autonomy, self-efficacy, and a deeper appreciation for research as an intellectual endeavor.

The implication conforms to the study of Yaacob et al. (2021) which concluded that through collaborative activities, students develop reflective thinking skills, share knowledge, and improve their understanding of learning processes.

Adaptive and Interest-Based Strategies. Most of the teachers narrated that allowing students to choose research topics based on personal interests significantly enhances engagement, motivation, and ownership in the writing process. Majority of the teachers expressed that students exhibit higher levels of enthusiasm when they feel connected to their research, as working on personally relevant issues fosters deeper exploration and creativity. Majority of the informants expressed the perspective that students who align their research topics with real-life experiences demonstrate stronger analytical and critical thinking skills, as they relate theoretical concepts to practical applications. Many educators also emphasized that context-driven research gives students autonomy, which in turn cultivates their intellectual curiosity and problem-solving abilities.

Further, several teachers noted that differentiated instruction enables students of diverse backgrounds and learning abilities to engage meaningfully in research writing. They expressed that flexible teaching methods provide students with an opportunity to access research strategies suited to their individual needs, eliminating rigid structures that may hinder their ability to think independently and apply research methodologies effectively. They also observed that structured guidelines and concrete examples help simplify complex research concepts, ensuring that students gain a clear understanding of scholarly writing techniques and academic inquiry processes.

These were responses of the teacher informants that supported the theme:

"Kaning mga bata, ma'am. Mas makatrabaho sila ug tarong kung ang ilang research kay based sa ilang ganahan nga topics." (Ma'am, students work better when their research is based on topics, they are passionate about.) (Informant 9)

"I allow my students to pick issues that reflect societal problems." (Informant 21)

"Choosing topics aligned with their strand fosters ownership in research writing." (Informant 15)

"Differentiated instruction makes research more accessible to all students." (Informant 24)

"Providing concrete examples improves comprehension and application." (Informant 25)

The strategy infers that student autonomy fosters deep engagement, intrinsic motivation, and self-directed learning, which are essential components of academic success. By giving students the freedom to explore issues that resonate with their personal and societal contexts, they become active contributors to knowledge rather than passive learners. The flexibility of adaptive teaching models ensures that all students, regardless of their academic backgrounds, develop confidence in research writing. Ultimately, interest-based research does not merely reinforce technical writing skills but empowers students to engage critically with real-world problems, creating a transformative learning experience.

In a similar vein, promoting student autonomy through meaningful choice in learning activities fosters intrinsic motivation, deep engagement, and self-directed learning (Evans & Boucher, 2015).

Motivational Reinforcement Strategies. Majority of the teachers expressed that motivational reinforcement strategies serve as a crucial tool in sustaining student engagement and performance in research writing. Most of the teachers narrated that reward-based learning encourages students to strive for academic excellence, as tangible incentives such as extra points, acknowledgment, and positive reinforcement create a sense of accomplishment and motivation for continuous improvement. The perspective that students who receive consistent feedback on their outputs develop higher self-efficacy, as they can refine their work based on structured guidance was highlighted by the informants. It was also emphasized that frequent and immediate feedback enhances student progress, ensuring that research writing is not seen as a tedious academic task but rather as a continuous learning process.

Nonetheless, teachers mentioned that recognizing students' efforts through additional credits and praise fosters a growth-oriented mindset, where students feel valued for their hard work and dedication. They also observed that immediate correction of outputs strengthens research quality, as students become more intentional in their writing, critically examining areas for improvement based on the feedback given. The collective insights of the teachers revealed that motivational reinforcement creates a psychologically supportive environment, reducing anxiety associated with research writing while reinforcing perseverance and a commitment to scholarly excellence.

Some of the responses are as follows:

"Students are more inspired and challenged when given extra points for excellent work." (Informant 8)

"Frequent feedback helps them refine their research and stay engaged." (Informant 7)

"Pag magbigay tayo ng positive reinforcements…mas ma-encourage ang mga studyante na magpatuloy to improve." (Providing positive reinforcement encourages students to improve continuously.) (Informant 6)

"Acknowledging their efforts boosts their confidence in research writing." (Informant 16)

"Immediate corrections allow them to edit and enhance their work efficiently." (Informant 23)

The findings infer that reward-based motivation nurtures persistence, engagement, and academic resilience, ensuring that students do not merely aim for compliance in research writing but actively seek improvement and intellectual growth. Implementing structured reinforcement mechanisms instills a sense of value in research work, transforming it into a meaningful academic endeavor rather than an obligation. Furthermore, the integration of consistent feedback cultivates a reflective learning process, ensuring that students internalize scholarly standards and actively engage with continuous evaluation of their own progress. This approach encourages students to internalize scholarly standards, critically assess their work, and proactively improve their research skills. By combining reward-based reinforcement with detailed feedback, educators not only motivate students to strive for excellence but also cultivate an academic culture that prioritizes growth over mere compliance.

Implementing structured reinforcement mechanisms, such as excellence awards, has been shown to significantly boost student motivation and retention, particularly for those at risk of withdrawing. Bliven and Jungbauer (2021) found that these awards provide students with both intrinsic and extrinsic incentives, encouraging continued engagement and effort. The recognition fosters a sense of accomplishment and validation, motivating students to stay committed to their studies, even when facing academic challenges. For students at risk of disengaging, such reinforcement creates a positive feedback loop that strengthens their academic persistence, reducing the likelihood of dropout and enhancing overall retention rates.

Table 1 Themes on the Teachers' Motivational Strategies Implemented during

the Research Report Writing Process

Global Themes	Basic Themes	Core Ideas
	Collaborative Learning Strategies	• Encouraging group work and peer interaction for enhanced engagement.
		• Allowing students to choose their groupmates to foster comfort and cooperation.
		• Promoting idea-sharing and collective problem-solving among students.
		• Utilizing pair and individual output-making to ensure balanced responsibility.
	Adaptive and Interest-Based Strategies	• Letting students choose research topics aligned with personal interests.
Boosting Student Engagement Through Motivational Strategies in Research Writing		• Encouraging them to base their work on real-life issues and experiences.
		• Employing differentiated instruction to cater to diverse learning styles.
		• Incorporating flexible teaching methods based on students' needs.
	Motivational Reinforcement Strategies	• Implementing point-based reward systems to encourage excellence.
		• Giving positive reinforcement for students' efforts and achievements.
		• Providing regular feedback on outputs to foster continuous improvement.
		• Recognizing exceptional work with additional credits.
		• Returning outputs promptly for enhancement, increasing motivation.

Strategies of Teachers to Address the Challenges on Students' Difficulties in Research Report Writing

The second research question divulged the key factors which contributed to the improvement of students' research report writing skills as perceived by teachers. Based on their experiences and their honest responses, three basic themes were extracted: adaptation of strategies, classroom environment, and consistency and frequency of strategy implementation. Table 3b displays the discussion of each theme, supported by responses from the teachers.

Adaptation of Strategies. Majority of the teachers expressed that the ability to adapt instructional strategies plays a crucial role in improving students' engagement in research report writing. Most of the teachers narrated that utilizing a variety of strategies enables students with diverse learning preferences to participate more actively, as different approaches cater to various strengths and needs. It was expressed that adapting instructional methods based on previous teaching experiences and students' feedback leads to more refined and effective learning outcomes. It was also noted that strict adherence to a single teaching strategy may hinder the dynamic learning process, reinforcing the importance of flexibility in implementation.

Additionally, many teachers emphasized that feedback mechanisms influence the refinement of teaching strategies, as students' responses help determine which methods work best for different groups of learners. They shared that consistency in strategy implementation supports learning retention, making students more accustomed to structured academic expectations. However, teachers also acknowledged that strategies should be adaptable to current educational trends, ensuring that students remain engaged and motivated in their research tasks.

This is supported by the responses of several teachers:

"*Mas makatutulong ang iba't ibang strategies sa klase.*" (*Variety of strategies in the class is helpful.) (informant 1)*

"*Kung giunsa sa teachers paggamit sa strategy sa klase..makatabang gyud sa learning process.*" (*How teachers adapt a strategy in the class matters in the learning process.) (Informant 3)*

"*Walay strategy nga best gyud. Mas mayo kung mugamit ta ug lahi-lahi nga strategies nga mubagay sa needs nila.*" (*No single strategy is considered best. It is always better to utilize different types of strategies that suit students' needs.) (Informant 9)*

"*Consistency in its implementation from start to finish.*" (*Informant 16)*

"*Dapat making tayo sa ating students kung ano yung needs nil ana makatulong ma-improve ang kanilang writing skills.*" (*Listening to students' voices and being sensitive to their needs can help improve their research report writing skills.) (Informant 23)*

"*Use a strategy that best suits the learners. It differs every time.*" (*Informant 25)*

The findings manifest that adaptability fosters a student-centered learning experience, allowing learners to engage more effectively in the research writing process. By adjusting instructional methods based on students' responses and emerging academic trends, educators help students develop critical thinking, problem-solving skills, and independent learning habits. The continuous evolution of teaching strategies ensures that students are not merely passive learners but active participants in shaping their own academic growth.

This concurs the postulate that educators can facilitate the development of students' analytical skills and creativity through problem-based learning, research projects, and interdisciplinary approaches (Samatova, 2024).

Classroom Environment. Most of the teachers narrated that the classroom environment significantly affects students' engagement in research writing, as it influences their ability to focus, collaborate, and retain information. Majority of the teachers expressed that a conducive learning environment fosters academic productivity, ensuring that students feel comfortable expressing ideas, seeking guidance, and working on complex research tasks. Dominant among the informants was the belief that classroom dynamics—such as peer interactions, teacher approachability, and accessibility to resources—directly impact the effectiveness of teaching strategies.

Also, several teachers emphasized that student engagement is heightened when learning spaces provide the necessary tools and facilities to support research writing. They mentioned that a warm and supportive classroom atmosphere encourages students to take ownership of their work, reducing feelings of intimidation and increasing motivation. They also pointed out that teachers' approach and behavior contribute to students' confidence, reinforcing the importance of a positive and interactive teacher-student relationship.

Some of the valuable responses were as follows:

"*Classroom environment is a factor in the learning process.*" (*Informant 1)*

"*Classroom environment includes classmates, teachers, friends, and even facilities.*" (*Informant 6)*

"*Kung paano ginamit ng teachers ang strategy—matters gyud.*" (*How teachers employ a strategy matters.) (Informant 10)*

"*A warm and supportive classroom situation can motivate learners to work and study better.*" (*informant 13)*

"*A positive environment is important in giving an appropriate learning experience to students.*" (*Informant 21)*

"*Students' interest and learning style matter in any motivational strategy employed by the teacher.*" (*Informant 24)*

The theme denotes that a structured and supportive learning environment fosters student engagement, enhances research proficiency, and builds academic resilience. A well-managed classroom setting ensures greater interaction between peers and teachers, facilitating knowledge-building and collaborative

learning. Furthermore, the accessibility of resources and the emotional support of teachers contribute to a research-friendly environment, equipping students with the confidence and tools necessary for academic success.

Similarly, access to diverse resources and thoughtful integration of technology contributes to student engagement in research writing (Firman et al., 2024).

Consistency and Frequency of Strategy Implementation. Majority of the teachers expressed that the regularity and consistency of implementing motivational strategies directly impact students' research writing performance. Most of the teachers narrated that when strategies are applied frequently, students develop a routine that reinforces structured learning habits. The observation that inconsistent application of strategies may confuse students and hinder research progress, thus consistency becomes a crucial factor in enhancing learning outcomes was reiterated in the responses.

Furthermore, teachers emphasized that providing frequent and constructive feedback helps students refine their writing skills, ensuring continuous improvement in their outputs. The informants also pointed out that the student-teacher relationship plays a vital role in sustaining motivation, as regular consultations strengthen academic engagement. Nonetheless, the informants acknowledged that financial constraints may limit student participation, but consistent encouragement and accessible resources can help mitigate these barriers.

This is supported by the responses of several teachers:

"How consistent the teacher implements his/her strategies can actually affect the overall output of the learners." (Informant 5)

"Consistency of teachers in providing feedback is essential in the process." (Informant 7)

"Yung palaging pagamit ng motivational strategies ay nakatutulong sa research process ng mga learners." (The regular use of motivational strategies is a contributing factor in the research process of the learners.) (Informant 10)

"The frequency of implementation greatly affects the research report writing process of the students." (Informant 12)

"The student-teacher relationship can affect the progress of the learners since teachers' support in the entire working process is vital." (Informant 14)

"Consistent teachers in their strategies is a significant factor." (Informant 23)

The finding manifests that regularly applied and well-structured motivational strategies create an academic culture of persistence, refinement, and continuous learning. When students receive frequent guidance, reinforcement, and structured feedback, they become more confident in their writing abilities, develop critical thinking skills, and actively engage in research processes. Furthermore, the long-term application of strategies fosters independent learning, ensuring that students do not just complete tasks but also understand the deeper significance of research as a scholarly discipline.

In support, writing instructors' motivational strategies positively impact students' attitudes, self-confidence, and overall motivation in writing courses (Cheung, 2018).

Table 2 Key factors in the improvement of students' research report writing skills

as perceived by teachers

Global Themes	Basic Themes	Core Ideas
Key factors in the improvement of students' research report writing skills	Adaptation of Strategies	• Utilizing a variety of strategies to address students' learning needs.
		• Adapting instructional methods based on teacher experience and effectiveness.
		• Employing flexibility and consistency in strategy implementation.
		• Encouraging feedback and responsiveness to refine learning processes.
		• Ensuring relevance in instructional approaches to engage diverse learners.
	Classroom Environment	• Conducive learning spaces improve research process efficiency.
		• Student engagement and participation enhance motivation.
		• Accessibility to resources supports structured learning.
		• Teacher influence plays a critical role in strategy success.

- Social dynamics in classrooms impact the effectiveness of motivational strategies.

Consistency and Frequency of Strategy Implementation

- Regular application of motivational strategies enhances learning retention.

- Teachers' competence and consistency affect the effectiveness of research writing instruction.

- Feedback consistency plays a critical role in maintaining student motivation and improvement.

Impact of Implemented Motivational Strategies on the Quality of Students'

Research Reports as Assessed by Teachers

The last research question gauged the impact of implemented motivational strategies on the quality of students' research reports as assessed by teachers. Two basic themes emerged, which focused on the improvement in the quality of work and the engagement level and completion rate.

Improvement in Quality of Work. Majority of the teachers expressed that motivational strategies play a crucial role in refining students' research outputs, as they contribute to a higher level of academic rigor, engagement, and creativity in research writing. Most of the teachers narrated that when students are provided with structured guidance, autonomy, and goal-oriented incentives, their ability to analyze information, organize their findings, and construct coherent discussions significantly improves. They said that students who are motivated throughout the research process tend to be more meticulous in data gathering, interpretation, and writing, leading to more well-developed and meaningful outputs. Furthermore, several teachers emphasized that allowing students to connect research with real-life experiences fosters deeper understanding, as they are able to relate theoretical concepts to practical applications and societal concerns.

Additionally, many teachers shared that creating an environment where students feel inspired and engaged enhances their confidence in writing and completing research tasks effectively. They pointed out that when students take ownership of their research topics, they display greater commitment and motivation to produce high-quality work, making their studies more analytical, comprehensive, and insightful. Teachers also noted that collaborative discussions and structured learning strategies help refine students' ability to generate logical and coherent arguments, ensuring that their research writing follows a clear framework and contributes to meaningful academic discourse. The insights of the teachers revealed that consistent motivation strategies allow students to recognize research as more than an academic requirement but as an intellectual and personal endeavor.

The informants responded that:

"The strategies used improved students' quality of work." (Informant 1)

"It improved the quality of their outputs." (Informant 5)

"It was easier for them to work on their study since they based it on their real-life experience." (Informant 13)

"More motivated to produce quality work." (Informant 16)

"Mas mayo ilang trabaho." (They came up with better quality of work.) (Informant 22)

"Everybody was able to express their own ideas as a group." (Informant 24)

"More improved quality of outputs." (Informant 25)

The implication of this strategy is profound, as motivational approaches in research writing significantly influence students' ability to think critically, conduct thorough analysis, and engage meaningfully in academic discourse. The incorporation of structured learning methods, autonomy, and real-world applications ensures that research does not merely fulfill academic requirements but also develops students into independent and innovative thinkers. Ultimately, enhancing research quality through motivation equips students with lifelong academic and professional skills, preparing them to effectively navigate complex problems, synthesize information, and contribute to knowledge-building in various disciplines.

Research suggests that motivation plays a crucial role in developing students' research skills and writing abilities. Incorporating interdisciplinary approaches and connecting research to students' interests can enhance motivation and engagement (Sirbu, 2024).

Engagement Level and Completion Rate. Majority of the teachers expressed that the implementation of motivational strategies significantly improved student engagement in research report writing, as these strategies fostered active participation, intellectual curiosity, and a deeper sense of academic responsibility. Most of the teachers narrated that students who were encouraged to engage in discussions and collaborative activities displayed stronger interest in research writing, as they were able to exchange ideas, clarify concepts, and refine their research arguments. They shared those students who actively sought feedback from teachers and peers demonstrated better writing proficiency, as consistent input allowed them to identify weaknesses, improve clarity, and enhance their ability to present coherent research narratives. Furthermore, many educators emphasized that students who thoroughly explored their research topics before drafting their papers exhibited greater analytical depth, as they were able to draw connections between existing studies and their own findings, leading to well-developed and comprehensive outputs.

Most of the teachers noted that motivational strategies ensured students were involved in every stage of research writing, from topic selection to final manuscript revision, making the process more purposeful and engaging. They pointed out that students who received structured guidance in organizing their research found writing to be less overwhelming, allowing them to navigate complex research methodologies with greater confidence. They also highlighted that when students are consistently motivated, they take ownership of their work, ensuring that their research is not just a requirement but an opportunity for intellectual growth.

This is supported by the responses of several teachers:

"Students actively participate in group discussions and activities related to report writing." (Informant 6)

"Magpangutan-anay sila…sa ilang mga kauban. Ug sa teachers while gabuhat sa ilang research." (Students take initiative in seeking feedback from peers and teachers during the writing process.) (Informant 7)

"Students find the report writing process engaging and worthwhile." (Informant 9)

"Students are motivated to explore topics thoroughly before writing their reports." (Informant 8)

Moreover, most of the teachers narrated those motivational strategies also fostered stronger commitment to research report writing, as students who felt supported were more likely to prioritize their research tasks and complete them within the given deadlines. Majority of the teachers expressed that consistent reinforcement of structured timelines helped students develop better time management skills, ensuring that they allocated sufficient time for data collection, writing, and revision. They recognized that students who valued research as an integral part of their academic success were more resilient in overcoming challenges, as they understood that thorough research contributes to their scholarly and professional development. They emphasized that even when faced with external obstacles, students who received adequate motivation demonstrated persistence in completing their reports, highlighting the role of academic encouragement in sustaining long-term engagement.

Nevertheless, many teachers observed that students who viewed research writing as an essential academic responsibility displayed greater discipline and diligence, ensuring that their papers were not only completed on time but also met the expected quality standards. Nevertheless, they noted that students who were motivated throughout the research process performed better under pressure, submitting their reports even when deadlines were tight, demonstrating their ability to balance workload and maintain scholarly integrity.

Some of the informants expressed that:

"Halos lahat ng students naman maka-submit ng kanilang reports sa deadline, kahit na pressured na masyado." (Most students meet deadlines for submitting their reports, even under pressure.) (Informant 12)

"Despite facing challenges, students show persistence in finishing their reports."(Informant 11)

"There is a high rate of report completion among students, indicating strong commitment." (Informant 15)

The finding implies that motivational strategies do not only encourage student participation but also reinforce essential academic values such as persistence, discipline, and research integrity. By ensuring that students actively engage in discussions, receive consistent feedback, and explore research topics thoroughly, educators cultivate a learning culture that prioritizes scholarly inquiry and intellectual growth. Additionally, the ability of students to meet deadlines and complete research reports despite challenges highlights the effectiveness of motivational strategies in sustaining long-term academic resilience.

Similarly, Politeknik et al. (2024) demonstrate how motivational strategies, including practical simulations and mentorship programs, enhance teaching quality and promote sustainability awareness.

Table 3 Themes on the Impact of Implemented Motivational Strategies on the

Quality of Students' Research Reports as Assessed by Teachers

Global Themes	Basic Themes	Core Ideas
Influence of Motivational Strategies on the Quality of Students' Research Reports	Improvement in Quality of Work	• Motivational strategies refined students' research outputs. • Students felt more inspired and focused when writing their reports. • Allowing autonomy in research enhanced their engagement and creativity. • Encouraging structured learning improved research clarity and rigor.

		• Connecting research to real-life experiences made outputs more meaningful.
Increased Engagement Level and Completion Rate		• Motivational strategies enhanced student participation in discussions.
		• Students found research writing engaging and stimulating.
		• Seeking feedback from peers and teachers improved their writing process.
		• Exploring research topics more thoroughly increased their academic interest.
		• Involvement in all stages of research made the process more meaningful.
		• Consistent deadline completion reflected strong student commitment.
		• Students prioritized research writing as an academic responsibility.
		• Timely submission despite external challenges showed resilience.
		• Research was valued as crucial for academic growth.
		• Persistence in completing research despite obstacles was evident.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

A qualitative approach was utilized in this study which aimed at investigating the influence of various teacher motivational strategies on the process and outcomes of research report writing among students.

The interviews uncovered themes which are determinants on how motivational strategies teachers mostly use in their Research class influence students' report writing skills. Several themes emerged affirming collaborative learning strategies, adaptive and interest-based strategies, and motivational reinforcement strategies can boost student engagement in research writing. In addition, key factors in improving students' research report writing skills include adaptation of strategies, classroom environment, consistency and frequency of strategy implementation. Further, students' quality of research reports, engagement level and completion rate are greatly influenced by teachers' motivational strategies

Conclusion

It is concluded in this study that teachers' motivational strategies greatly influence students' performance in the class. Teachers per se play a very important part in capturing students' interest and should continue to try and venture new strategies to keep students motivated. Well-inspired learners are characteristically more focused; hence, better learning outcomes and outputs are most likely to materialize.

Recommendations

The findings suggest that teachers should be adaptive in the kind of motivational strategies in the class—specifically those that cater every learner's needs. It is also highly recommended that there should be regularity and consistency in implementing motivational strategies since they directly impact students' research writing performance.

Curriculum developers of both public and private institutions should strengthen Research as a subject since it is considered as one of the important backbones of development. The overwhelming changes brought about by fast-paced revolutions need research to address issues of all sorts—technological, social, educational, etc. Henceforth, well-planned programs are helpful to support learners to bring about quality research reports.

Future researchers may use this study to further improve the topic and widen its scope in order to provide more varied results and conclusions.

REFERENCES

Bliven, A., & Jungbauer, M. (2021). The impact of student recognition of excellence to student outcome in a competency-based educational model. *The Journal of Competency-Based Education*. https://doi.org/10.1002/cbe2.1264

Cheung, Y.L. (2018). The Effects of Writing Instructors' Motivational Strategies on Student

Motivation. *Australian Journal of Teacher Education, 43*, 55-73. https://doi.org/10.14221/AJTE.2018V43N3.4

Derakhshan, A., Pishghadam, R., & Mystkowska-Wiertelak, A. (2022). The role of teacher interpersonal variables in students' academic engagement, success, and motivation. Frontiers Media SA.

Evans, M., & Boucher, A.R. (2015). Optimizing the Power of Choice: Supporting Student

Autonomy to Foster Motivation and Engagement in Learning. *Mind, Brain, and Education, 9*, 87-91. https://doi.org/10.1111/MBE.12073

Fisher, D., Frey, N., & Hattie, J. (2016). Visible Learning for Literacy, grades K-12: Implementing the

Practices That Work Best to Accelerate Student Learning. Corwin Press Gregory, G. H. (2016). Teacher as activator of learning. Corwin Press.

Patton, M. Q. (2014). Qualitative research & evaluation methods: Integrating Theory and Practice. SAGE Publications

Politeknik, B.P., Malahayati, P., Alamat, I., Laksamana, J., Km, M., Durung, G., & Raya, K.M. (2024).

Enhancing Teaching Quality and Sustainability in Maritime Education: A Motivational Perspective. *Journal of Business, Finance, and Economics (JBFE)*. https://doi.org/10.32585/jbfe.v5i1.5698

Ryan, R. M., & Deci, E. L. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. Guilford Press.

Samatova, D. (2024). Formation of students' research thinking: the key goal of modern education. https://doi.org/10.47689/2181-3701-vol2-iss3-pp85-89

Sirbu, I. (2024). The role of motivation in developing research skills: an interdisciplinary perspective. *Studia Universitatis Moldaviae. Seria Ştiinţe ale Educaţiei*. https://doi.org/10.59295/sum5(175)2024_09

Venugopal-Wairagade, G. (2016). Creating a Supportive Learning Environment for Better

Student Engagement. *2016 International Conference on Learning and Teaching in Computing and Engineering (LaTICE)*, 71-75. https://doi.org/10.1109/LaTiCE.2016.26

Yaacob, A., Asraf, R.M., Hussain, R.M., Ismail, S.N., & Prof., I. (2021). Empowering Learners'

Reflective Thinking through Collaborative Reflective Learning. *International Journal of Instruction, 14*, 709-726. https://doi.org/10.29333/iji.2021.14143a