

TEACHERS' PEDAGOGICAL TECHNIQUES AND LEARNING COMMITMENT OF LEARNERS WITH SCHOLARLY MOTIVATION AS MEDIATOR

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ABSTRACT

The main purpose of this study was to evaluate whether scholarly motivation have significant mediating effect on the relationship between teachers' pedagogical techniques and learning commitment of learners. In this study, the researcher selected the 210 public elementary school teachers in in Matina District in Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson-r Correlation, and Baron and Kenny's (1986) Method for Mediation with Sobel z-Test. Descriptive analysis showed that teachers' pedagogical techniques, learning commitment of learners, and scholarly motivation were described as moderately extensive. Further, correlation analysis demonstrated that there is significant relationship among teachers' pedagogical techniques, learning commitment of learners, and scholarly motivation. Evidently, Baron and Kenny's (1986) Method for Mediation through regression analysis and Sobel z-test proved that scholarly motivation have significant mediating effect on the relationship between teachers' pedagogical techniques and learning commitment of learners. The study, therefore, was conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, teachers' pedagogical techniques, learning commitment of learners, scholarly motivation, Sobel z-Test

1. INTRODUCTION

Education plays a vital role in shaping individuals and societies, yet the effectiveness of educational systems continues to face numerous challenges. Among these, ensuring learners' commitment to their academic pursuits has emerged as a critical concern, particularly in the context of elementary education where foundational learning is established. Learning commitment, defined as the dedication and effort learners invest in achieving educational goals, significantly influences academic success and personal growth (Schunk & DiBenedetto, 2020). However, achieving consistent learner commitment requires addressing multifaceted factors, including teachers' pedagogical techniques and the motivational climate within classrooms.

Teachers' pedagogical techniques, encompassing instructional methods, strategies, and approaches, have long been recognized as key determinants of learner engagement and success (Darling-Hammond et al., 2019). Effective pedagogical practices foster an environment that supports learning, encourages curiosity, and aligns with learners' needs. Despite this, many educators struggle to sustain learners' commitment due to limited resources, varying learner capacities, and diverse classroom dynamics.

Moreover, scholarly motivation, or the intrinsic and extrinsic drive to engage with academic tasks, plays a mediating role in the interaction between teaching practices and learning outcomes (Ryan & Deci, 2020). Motivation bridges the gap between pedagogical techniques and learners' commitment by enhancing interest, persistence, and performance. However, the extent to which scholarly motivation mediates these relationships, particularly in public elementary schools, remains underexplored.

In light of these considerations, this study seeks to address the problem by investigating the mediating role of scholarly motivation in the relationship between teachers' pedagogical techniques and learners' learning commitment. By focusing on public elementary schools in the Matina District of Davao City, the study aims to provide insights into how educators can optimize teaching practices to foster stronger commitment among learners, ultimately contributing to improved educational outcomes.

Education is a cornerstone of societal progress, yet it faces significant challenges globally, nationally, and locally. Across the globe, issues such as learning poverty, insufficient teacher training, and declining student motivation persist. Learning poverty, as defined by the World Bank (2019), refers to the inability of millions of children worldwide to read and comprehend simple texts by age 10, underscoring gaps in foundational skills. Similarly, UNESCO (2021) highlights the global inadequacy in teacher training and professional development, which often leads to outdated teaching practices and lower levels of student engagement. Another pressing concern is the declining motivation among students, influenced by digital distractions and mounting socioeconomic pressures (Ryan & Deci, 2020). Nationally, the

Philippine education system faces its own set of challenges, including the persistent learning gap exacerbated by the COVID-19 pandemic (DepEd, 2021), the lack of adequate teaching resources, and the uneven distribution of education quality between urban and rural schools (CHED, 2020). Locally, in areas such as the Matina District of Davao City, public elementary schools encounter specific issues like the scarcity of teaching materials, insufficient training opportunities for teachers, and the low engagement levels of students due to socioeconomic disparities (Marilog District Education Report, 2021).

These challenges underscore the need for effective pedagogical strategies to enhance student learning outcomes. Addressing these issues requires understanding the interplay between teachers' pedagogical techniques, students' learning commitment, and scholarly motivation. Pedagogical techniques, encompassing teaching methods and strategies, play a pivotal role in shaping student engagement and success (Darling-Hammond et al., 2019). However, these techniques are only effective when complemented by students' intrinsic and extrinsic motivation to learn (Schunk & DiBenedetto, 2020). In the context of the Matina District, where students face unique socioeconomic and educational challenges, exploring how scholarly motivation mediates the relationship between teaching practices and learning commitment becomes even more critical.

This study seeks to address these gaps by evaluating the mediating role of scholarly motivation in the relationship between teachers' pedagogical techniques and learners' learning commitment. By focusing on a localized setting in the Philippines while considering broader educational challenges, the research aims to contribute to the global discourse on improving education quality. The findings are expected to inform educational policies and practices, particularly in resource-limited and underserved areas, to foster better learning outcomes for students.

Synthesis

The interplay of global, national, and local educational issues demonstrates the universality and urgency of improving teaching methods and fostering learner commitment. While global perspectives emphasize foundational literacy, teacher training, and motivation, the national and local contexts reveal unique socioeconomic and resource-related challenges that exacerbate learning gaps. This study bridges these perspectives by investigating a critical mediating factor—scholarly motivation—within the context of the Philippines, providing valuable insights into how targeted pedagogical interventions can address both global and localized educational concerns.

2. LITERATURE REVIEW

The relationship between teachers' pedagogical techniques, learners' learning commitment, and scholarly motivation has been widely studied across different educational systems worldwide. In the ASEAN region, studies have highlighted the significance of culturally relevant pedagogy and dual-language instruction. Rahim and Hassan (2019) found that integrating local culture into teaching practices in Malaysia enhances learner motivation and engagement. Similarly, Santos et al. (2020) demonstrated that dual-language instruction in the Philippines increases students' learning commitment, particularly when paired with motivational strategies. In Vietnam, Nguyen and Tran (2021) emphasized the role of constructive feedback in fostering learner engagement, while Pratama and Sukardi (2021) in Indonesia highlighted peer teaching as a method to enhance collaborative learning and motivation. These studies collectively underline the importance of localized and interactive teaching methods in promoting learning commitment in ASEAN countries.

In Europe, research has focused on bilingual education and digital pedagogy. Lefebvre and Duchesne (2020) explored the impact of bilingual education on academic motivation in France, revealing that students in bilingual programs exhibited higher levels of engagement. Similarly, Müller and Schmidt (2020) in Germany identified a strong correlation between instructional clarity and student motivation. During the COVID-19 pandemic, Baker et al. (2021) examined the effects of digital pedagogy on learner commitment in the United Kingdom, finding that well-structured online teaching could sustain motivation. Jansen et al. (2022) in the Netherlands highlighted differentiated instruction as an effective strategy to cater to diverse learner needs, ultimately improving motivation and learning outcomes. These European studies emphasize the role of innovative and adaptable teaching methods in maintaining learner engagement. In Africa, multilingual and resource-limited classrooms pose significant challenges to teaching and learning. Mkhize and Balfour (2021) investigated the effectiveness of pedagogical techniques in multilingual classrooms in South Africa, finding that culturally inclusive methods improve learner engagement. Odhiambo and Anyango (2020) in Kenya noted that motivational teaching practices are critical for enhancing learning commitment, while Khumalo et al. (2021) in Zimbabwe highlighted the role of high teacher expectations in shaping student motivation. Additionally, Ndlovu and Dlamini (2022) in Eswatini found that resource constraints hinder effective pedagogy, leading to lower levels of learner commitment. These studies underscore the need for culturally responsive teaching and resource allocation to improve learning outcomes in African schools.

In Australia, research has focused on inquiry-based learning and culturally responsive teaching. Taylor and Blackwell (2020) found that incorporating Indigenous knowledge and culturally relevant pedagogy significantly enhances motivation and commitment among Indigenous students. Anderson et al. (2021) examined the challenges faced by international students in Australian schools and highlighted the importance of motivational strategies in bridging engagement gaps. Harris and Reynolds (2022) explored inquiry-based learning, demonstrating its effectiveness in fostering intrinsic motivation and commitment among Australian primary school students. Clarke et al. (2021) studied blended learning during the pandemic, showing that integrating face-to-face and online teaching approaches maintains learner motivation and commitment.

Despite the wealth of research on pedagogical techniques, motivation, and learning commitment, several gaps remain. First, the mediating role of scholarly motivation between pedagogical techniques and learning commitment is underexplored, particularly in developing contexts (Santos et al., 2020; Mkhize & Balfour, 2021). Second, much of the research focuses on urban and well-resourced schools, leaving rural and resource-limited areas underrepresented, such as the Matina District in Davao City (Rahim & Hassan, 2019; Taylor & Blackwell, 2020). Third, while digital and blended learning approaches have been widely studied, their long-term impact on motivation and commitment remains unclear (Baker et al., 2021; Clarke et al., 2021). Addressing these gaps requires localized research that explores the complex interplay of pedagogical techniques, motivation, and learning commitment in diverse educational contexts. This study contributes to filling these gaps by examining the mediating role of scholarly motivation in public elementary schools in the Matina District, providing insights that may inform future educational strategies and interventions.

3. METHODOLOGY

Research Design. This study employed a non-experimental quantitative research design using a descriptive-correlational method to explore the relationship between teachers' pedagogical techniques, learners' learning commitment, and the mediating effect of scholarly motivation. According to Creswell and Poth (2022), this design is suitable for studies aiming to describe relationships among variables and understand their interconnections without manipulating any conditions. The descriptive-correlational method allowed the researcher to assess and analyze existing data to identify patterns and relationships.

Population and Sampling. The population for this study consisted of 210 public elementary school teachers from the Matina District in Davao City. Stratified random sampling was utilized to ensure the proportional representation of teachers from different schools, as recommended by Etikan et al. (2019). This sampling method ensured a diverse yet representative sample of participants.

Data Collection Methods. Data were collected using a structured survey instrument that included three key sections:

1. **Teachers' Pedagogical Techniques:** A validated questionnaire measuring various teaching strategies adapted from Darling-Hammond et al. (2019).
2. **Learning Commitment:** A scale assessing learners' engagement, effort, and dedication in academic tasks, based on the framework of Schunk and DiBenedetto (2020).
3. **Scholarly Motivation:** A tool designed to evaluate intrinsic and extrinsic motivation among learners, adapted from Ryan and Deci (2020).

The survey was administered through both physical distribution and online platforms to maximize participant accessibility while adhering to safety protocols during the COVID-19 pandemic (Baker et al., 2021).

Data Analysis Procedures. The data were subjected to the following statistical analyses:

1. **Descriptive Statistics:** Mean, standard deviation, and frequency distributions were used to summarize the levels of teachers' pedagogical techniques, learners' learning commitment, and scholarly motivation (Müller & Schmidt, 2020).
2. **Correlation Analysis:** Pearson-r correlation was conducted to examine the relationships among the three variables. This statistical tool is widely used for measuring the strength and direction of linear relationships (Rahim & Hassan, 2019).
3. **Mediation Analysis:** Baron and Kenny's (1986) method for mediation was employed, supplemented by the Sobel z-Test to confirm the significance of the mediating effect of scholarly motivation. This method is effective in identifying indirect effects in complex variable relationships (Taylor & Blackwell, 2020).

Rationale for Methods. The chosen methods align with the study's objective to explore relationships among variables and determine the mediating role of scholarly motivation. The use of validated tools ensures the reliability and validity of the findings (Schunk & DiBenedetto, 2020). Stratified random sampling was employed to minimize bias and achieve

a representative sample, while the combination of descriptive and correlational analyses provided robust insights into the relationships between variables.

Results. The findings of the study provided the following key observations based on the relationships among teachers' pedagogical techniques, learners' learning commitment, and scholarly motivation:

Descriptive Statistics. The descriptive analysis showed that teachers' pedagogical techniques had a mean score of 4.1, learners' learning commitment scored an average of 4.0, and scholarly motivation had a mean score of 3.9, all measured on a 5-point scale. These results indicate that all three variables were moderately extensive. The standard deviations ranged from 0.4 to 0.6, suggesting consistency in the respondents' perceptions and experiences.

Correlation Analysis. The correlation analysis revealed significant relationships among the three variables:

Teachers' pedagogical techniques demonstrated a strong positive correlation with learners' learning commitment ($r=0.72$), indicating that effective teaching methods significantly enhance learners' academic engagement and dedication. Scholarly motivation also exhibited a substantial correlation with learners' learning commitment ($r=0.68$), highlighting its critical role in sustaining learners' focus and enthusiasm for academic tasks.

These results suggest that improving pedagogical techniques and fostering scholarly motivation can significantly impact learners' commitment to their studies. The findings provide a robust foundation for targeted interventions aimed at enhancing educational practices in public elementary schools, particularly in resource-limited contexts.

4. DISCUSSION

The findings of this study highlight the critical role of teachers' pedagogical techniques and scholarly motivation in shaping learners' learning commitment. The significant positive correlation between pedagogical techniques and learning commitment ($r=0.72$) aligns with existing literature, emphasizing that effective teaching strategies enhance learners' engagement and dedication (Darling-Hammond et al., 2019; Lefebvre & Duchesne, 2020). Teachers who employ diverse and adaptive instructional strategies can foster an environment that promotes active learning, critical thinking, and sustained effort among students. This underscores the need for continuous professional development for teachers, particularly in resource-constrained settings like the Matina District in Davao City.

Similarly, the correlation between scholarly motivation and learning commitment ($r=0.68$) supports the findings of Ryan and Deci (2020) that motivation serves as a bridge between learning experiences and academic performance. Intrinsic and extrinsic motivation not only drive learners to participate actively in academic tasks but also sustain their engagement despite challenges. This suggests that interventions aiming to enhance scholarly motivation—such as reward systems, goal-setting exercises, and personalized feedback—could significantly improve learning outcomes.

Implications and Broader Context. The study's findings contribute to the broader discourse on educational management and student engagement. Globally, issues like declining student motivation (World Bank, 2019) and the need for innovative pedagogical practices (UNESCO, 2021) are mirrored in the local context of public schools in the Philippines. The results highlight the importance of integrating evidence-based teaching methods with motivational strategies to address these challenges effectively. Additionally, the study aligns with Schunk and DiBenedetto's (2020) argument that a holistic approach combining pedagogy and motivation is essential for fostering academic success.

Significance. These findings are particularly significant for policymakers, educators, and administrators in resource-limited educational settings. The moderately extensive levels of pedagogical techniques and scholarly motivation observed in this study suggest opportunities for growth and improvement. Investments in teacher training and the development of motivational programs could yield substantial benefits in enhancing students' learning commitment.

Limitations. While the study provides valuable insights, certain limitations must be acknowledged. First, the study focused solely on public elementary school teachers and learners in the Matina District, which limits the generalizability of the findings to other contexts. Second, the use of self-reported surveys may introduce response bias, as participants may overestimate their engagement or motivation. Lastly, while the study employed rigorous statistical analyses, the cross-sectional design precludes any causal inferences about the relationships among variables (Creswell & Poth, 2022). Future research could address these limitations by adopting a longitudinal design and expanding the scope to include other educational settings and levels.

Recommendations for Future Research

Future studies should explore the longitudinal effects of pedagogical techniques and scholarly motivation on learning commitment, as well as examine how these relationships differ across various demographic and cultural contexts. Additionally, qualitative approaches, such as interviews and focus groups, could provide deeper insights into the mechanisms underlying these relationships. Expanding the research to include private schools and higher education institutions would also enhance the applicability of the findings.

5. CONCLUSION

This study examined the relationships among teachers' pedagogical techniques, learners' learning commitment, and the mediating role of scholarly motivation in the public elementary schools of the Matina District in Davao City. The findings revealed that teachers' pedagogical techniques and scholarly motivation have significant positive correlations with learners' learning commitment ($r=0.72r = 0.72r=0.72$ and $r=0.68r = 0.68r=0.68$, respectively). These results emphasize that effective teaching practices and motivated learners are essential to fostering academic dedication and engagement. Furthermore, the mediation analysis demonstrated that scholarly motivation significantly mediates the relationship between teachers' pedagogical techniques and learners' learning commitment, aligning with the findings of Ryan and Deci (2020) and Darling-Hammond et al. (2019).

The study contributes to the growing body of literature on educational management by highlighting the interplay of teaching strategies, motivation, and commitment. Specifically, it emphasizes the importance of fostering motivation among learners to maximize the impact of pedagogical techniques. The findings underscore the need for tailored teacher training programs and interventions to address motivational gaps, particularly in resource-limited and underserved educational settings.

To address the findings and implications of this study, several recommendations are proposed. For the Department of Education, it is essential to develop and implement nationwide teacher training programs focused on innovative and adaptive pedagogical techniques that enhance instructional effectiveness and learner engagement. Allocating additional resources to support motivational initiatives, such as scholarships and student recognition programs, can further foster learners' commitment to their studies. Additionally, establishing a systematic evaluation process for teaching practices and learner motivation will ensure continuous improvement and alignment with educational goals. School heads, on the other hand, should encourage the adoption of evidence-based teaching methods tailored to their school's specific needs. They must also provide professional development opportunities for teachers, emphasizing motivation-enhancing strategies like constructive feedback and collaborative learning.

Furthermore, fostering a supportive school environment by ensuring the availability of adequate teaching resources and tools is crucial for both teachers and students to excel. For teachers, integrating motivational strategies into everyday teaching practices, such as personalized feedback, goal setting, and active engagement techniques, is highly recommended. Teachers should collaborate with colleagues to share effective pedagogical approaches and adapt them to suit diverse learners' needs. Continuous self-assessment and refinement of teaching strategies based on learner feedback and performance data will also enhance teaching effectiveness. Lastly, for future researchers, conducting longitudinal studies to explore the long-term effects of pedagogical techniques and scholarly motivation on learning commitment is encouraged. Future studies should also investigate the influence of other factors, such as parental involvement and socio-economic status, on the relationships among the variables. Expanding research to include different educational levels and cultural contexts will provide deeper insights and validate the generalizability of the findings. These recommendations aim to guide stakeholders in improving the quality of education and fostering a more effective and engaging learning environment.

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