

TEACHERS' MOTIVATIONAL STRATEGIES TOWARD STUDENTS' RESEARCH REPORT WRITING

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ABSTRACT

The ability to effectively communicate research findings through writing is vital 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 reports the influence of various teachers' motivational strategies on the process and outcomes of research report writing among students. This progressed through explanatory sequential mixed methods revealing that students' quality of research reports, engagement level, and completion rate are greatly influenced by teachers' motivational strategies. This study also discovered that the quality of students' report writing can be made better if teachers remain creative, strategic, and adaptive in facilitating learning. Students who get feedback and discussion from their teachers regarding their work tend to improve educational practices and outcomes in writing instruction. Learners who are highly inspired are more focused and most likely produce better outputs. Further, this uncovered themes which are based on how motivational strategies teachers mostly use in their Research class influence students' report writing skills. Several themes emerged affirming that 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. Since teachers play a very important part in capturing students' interest, they should continue to try and venture into new strategies to keep students motivated.

Keywords: adoption of strategies, quality of reports, students' research report writing, teachers' motivational strategies

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 et al., 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.

Statement of the Problem

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 is the extent of the motivational strategies utilized by teachers in terms of strategies used, frequency of implementation, teacher-student Interaction, classroom environment, and adaptation of strategies?
2. To what extent do students demonstrate quality research report writing in terms of quality of reports, engagement level, writing performance, completion rates, and student feedback?
3. Is there a significant relationship between teachers' motivational strategies and the quality of students' research report writing?
4. Do teachers' motivational strategies influence students' research report writing when analyzed through a mixed-methods approach?

METHODS

Research Design

This study used descriptive correlational method which is a quantitative study used to identify and measure the degree of relationship between two or more variables. This method focuses on determining whether there is a statistically significant association between variables. Researchers utilized this design to understand patterns, predict outcomes, and establish associations that can be further explored in experimental studies (Burns, 2019).

Locale of the Study

This study was conducted in different secondary schools of Kidapawan City and Cotabato Divisions. Both divisions are part of the SOCCSKSARGEN region located at the foot of Mt. Apo in Mindanao.

Research Instrument

A survey questionnaire, divided into two parts, was used. It was designed to assess various indicators related to teachers' motivational strategies and students' research report writing. These variables were studied to determine the relationship between each other, and how the other variable affects the other. The sections include five statements for teachers' responses, formatted in a likert scale format.

Respondents of the Study

The respondents of the study were from various DepEd Secondary Schools of Kidapawan City and Cotabato Divisions. This comprised a diverse group of 321 teachers who are teaching Practical Research and have experienced facilitating research report writing.

Data Analysis

Surveyed data were analyzed using descriptive statistics (means, frequencies). It also used correlational to determine whether there exists a relationship between variables. Pearson-r Correlation was utilized to determine the extent of relationship.

RESULTS AND DISCUSSIONS

The Extent of Teachers' Motivational Strategies Towards Students' Research Report Writing

Teachers' Motivational Strategies Used

Table 1a presents Teachers' Motivational Strategies in terms of Strategies Used. Statement 2 (The strategies I employed were effective in enhancing student interest in the subject.) posted the highest individual mean of 4.13 while statement 5 (I encourage group work as a motivational strategy.) has the least mean of 3.27. This aspect obtained a 3.90 weighted mean value.

The effectiveness of the strategies in enhancing student interest implies that students are more engaged, motivated, and likely to participate actively in learning. This can lead to better understanding, improved academic performance, and a more positive attitude toward the subject.

Teachers have the sole responsibility of capturing students' interests. The study of Fathurrahman (2022) emphasized that student interest can lead their motivation to increase the student outcome. Students' ideas and communication style are the most crucial aspects of the learning process; thus, the teachers' job is to get them excited (Serdyukov, 2017). Stimulating students' interest in the course subject is one strategy to enhance learning in the classroom.

Table 1a. Teachers' Motivational Strategies Used

Statements	Mean	Description
1. I use a variety of motivational strategies to engage the class.	4.10	Agree
2. The strategies I employ are effective in enhancing student interest in the subject.	4.13	Agree
3. I relate the material to real-life situations to help motivate us.	4.00	Agree
4. I often use positive reinforcement techniques	3.98	Agree
5. I encourage group work as a motivational strategy.	3.27	Agree
Weighted Mean	3.90	Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	-Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 -1.80	- Strongly Disagree

Frequency of Implementation

Table 1b displays Teachers' Motivational Strategies in terms of Frequency of Implementation. Indicator number 5 (The use of motivational strategies occurs often throughout the semester.) posted the highest individual mean of 4.36 while indicator # 4 (I frequently provide feedback that motivates me.) has the least mean of 3.77. The weighted mean of 4.19 was derived.

The consistent use of motivational strategies in the classroom plays a vital role in creating an environment where students remain engaged and enthusiastic about learning. When teachers regularly apply methods that inspire and encourage, such as goal-setting, praise, student choice, or real-world connections, students are more likely to develop sustained interest in their subjects. This ongoing interest helps prevent the common issue of disengagement, particularly in challenging or repetitive tasks.

Moreover, a classroom that consistently reinforces motivation fosters a positive attitude toward learning. Students begin to see learning as a rewarding and meaningful experience rather than a chore. Positive reinforcement and encouragement help build self-confidence and resilience, making students more willing to take academic risks and learn from their mistakes.

Rohardjo and Pertiwi (2020) asserted that there is a strong link between learning achievement and motivation. Further, Safdari (2018) revealed that there is a correlation between students' perceptions of critical strategies and teachers' effectiveness in the classroom.

Table 1b. Teachers' Motivational Strategies on Frequency of Implementation

Statements	Mean	Description
1. I regularly use motivational strategies during class.	4.26	Strongly Agree
2. I apply different motivational techniques in most lessons.	4.35	Strongly Agree
3. Motivational strategies are consistently present in my instructional plan.	4.19	Agree
4. I frequently provide feedback that motivates me.	3.77	Agree
5. The use of motivational strategies occurs often throughout the semester.	4.36	Agree
Weighted Mean	4.19	Agree

<i>Level</i>	<i>Range</i>	<i>Description</i>
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 - 1.80	- Strongly Disagree

Teacher-Student Interaction

Table 1c explains the Teachers' Motivational Strategies in terms of Teacher-Student Interactions. Statement 5 (I encourage open communication which helps them stay motivated.) posted with the highest individual mean of 4.37 while statement 3 (I actively give my input and opinions during lessons and consultation.) has the least mean (3.76), and obtained a value of 4.18 as weighted mean.

Open communication as a motivational strategy, fosters trust, encourages student voice, and creates a supportive learning environment. This leads to increased confidence, better student-teacher relationships, and greater engagement in learning activities. Teachers must carry out assessments and meticulously plan out the most effective strategies for fostering pupils' expressive abilities as well (Saavedra, 2020).

Table 1c. Teachers' Motivational Strategies on Teacher-Student Interaction

Statements	Mean	Description
1. I foster a supportive relationship that enhances student motivation.	4.31	Strongly Agree
2. I make sure my students feel comfortable approaching me for help which motivates them to work.	4.24	Strongly Agree
3. I actively give my input and opinions during lessons and consultation.	3.76	Agree
4. There is a positive rapport between me and my students in class.	4.20	Agree
5. I encourage open communication which helps them stay motivated.	4.37	Strongly Agree
Weighted Mean	4.18	Agree

<i>Level</i>	<i>Range</i>	<i>Description</i>
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 - 1.80	- Strongly Disagree

Classroom Environment

Table 1d displays Teachers' Motivational Strategies in terms of Classroom Environment. Statement 5 (I create a learning environment that encourages exploration and curiosity.) posted the highest individual mean of 4.22. Meanwhile statement 4 (There are motivational displays and materials present in the classroom.) has the least mean of 1.59. Weighted mean was computed to be 3.19.

Creating a learning environment that encourages exploration and curiosity helps students feel safe and supported as they investigate new ideas. When curiosity is nurtured, students become more willing to take intellectual risks, which enhances their critical thinking and problem-solving abilities. Opportunities for open-ended inquiry and creative expression stimulate deeper engagement and allow

learners to make meaningful connections across subjects. This kind of environment also promotes student agency, empowering them to take initiative, ask thoughtful questions, and seek answers independently. As a result, students develop a genuine love for learning that extends beyond the classroom and supports lifelong intellectual growth.

According to HajBroussard (2018), teachers must use motivational methods that offer instructional interventions that elicit and increase student motivation in order to improve their practice of increasing student motivation in learning. In order to increase students' motivation for studying in the classroom, they also suggested a number of motivational techniques.

Table 1d. Teachers' Motivational Strategies on Classroom Environment

Statements	Mean	Description
1. The classroom atmosphere is conducive to motivation and learning.	2.88	Moderately Agree
2. I ensure to promote a safe and welcoming environment for all students.	3.29	Moderately Agree
3. The layout of the classroom facilitates participation and engagement.	3.96	Agree
4. There are motivational displays and materials present in the classroom.	1.59	Strongly Disagree
5. create a learning environment that encourages exploration and curiosity.	4.22	Strongly Agree
Weighted Mean	3.19	Moderately Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 - 1.80	- Strongly Disagree

Adaptation of Strategies

Table 1e displays Teachers' Motivational Strategies in terms of Adaptation of Strategies. Statement 5 (I am open to trying new strategies to keep students motivated) posted the highest individual mean of 4.75 while statement 1 (I adapt motivational strategies based on the diverse needs of the learners.) has the least mean of 4.26 and a weighted mean (4.48).

The regular use of new teaching strategies implies that educators are committed to continuous improvement and responsiveness in their practice. This adaptability allows teachers to meet the varying needs of students, making learning more accessible and engaging for everyone. As instruction evolves, it supports a more inclusive classroom where each learner can thrive regardless of their preferred learning style. It also encourages a culture of experimentation and reflection, where both teachers and students grow from trying new approaches. Ultimately, this leads to more effective teaching, increased student motivation, and improved academic performance. Regularly trying new teaching strategies is essential for maintaining a dynamic and effective classroom environment. It keeps instruction fresh and responsive to students' evolving needs. As educators adapt their methods, they are better able to address diverse learning styles and foster greater student engagement (Tomlinson, 2014). This practice not only prevents monotony but also promotes inclusivity by ensuring that all learners have equitable access to content through varied instructional approaches. The ability to shift and experiment with strategies enables

teachers to find what works best for their students, ultimately enhancing the learning experience and improving academic outcomes.

Table 1e. Teachers' Motivational Strategies in terms of Adaptation of Strategies

Statements	Mean	Description
1. I adapt motivational strategies based on the diverse needs of the learners.	4.26	Strongly Agree
2. I modify my approach to cater to different learning styles.	4.36	Strongly Agree
3. The strategies I use change in response to feedback and performance.	4.66	Strongly Agree
4. I am flexible in using different motivational techniques when necessary.	4.36	Strongly Agree
5. I am open to trying new strategies to keep students motivated.	4.75	Strongly Agree
Weighted Mean	4.48	Strongly Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 – 2.60	- Slightly Disagree
1	1.00 – 1.80	- Strongly Disagree

Quality of Reports

Table 2a displays the Extent of Students' Demonstration to Quality Research Report Writing in terms of Quality of Reports. Statement 2 (Positive feedback can be given regarding students' report quality.) posted the highest individual mean of 3.97. Meanwhile statement 1 (The reports meet the required academic standards.) has the least mean of 3.23. Weighted mean was computed to be 3.44.

Positive feedback is a powerful tool in education because it acknowledges students' progress and effort, not just their final results. When students receive genuine, specific praise, they feel recognized and valued, which boosts their self-esteem and reinforces the behaviors that led to success. This, in turn, fosters a growth mindset—students come to understand that their abilities can develop through effort and persistence. A classroom where positive feedback is consistently given becomes a safe and supportive space, encouraging students to take academic risks, ask questions, and engage more confidently in learning activities. Over time, this reinforcement helps build resilience and self-motivation, equipping students with the confidence and determination to tackle increasingly complex challenges.

Performance- based assessment like report writing can help students become motivated in the way they perceived the lessons. The best method for assessing students' language proficiency, including their writing abilities, is performance-based evaluation (Yulia, 2018). Through performance evaluation, students can learn about their areas of strength and weakness as well as the foundation upon which teachers can provide feedback and evaluate their progress in language acquisition.

Table 2a. Extent of Students' Demonstration to Quality Research Report Writing in terms of Quality of Reports

Statements	Mean	Description
1. The reports meet the required academic standards.	3.23	Moderately Agree
2. Positive feedback can be given regarding students' report quality.	3.97	Agree

3. The information in the reports is well-organized and clearly presented.	3.26	Moderately Agree
4. The report effectively communicate understanding of the subject matter.	3.43	Agree
5. Students feel confident in the quality of their writing and research reports.	3.30	Moderately Agree
Weighted Mean	3.44	Agree

<i>Level</i>	<i>Range</i>	<i>Description</i>
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 – 2.60	- Slightly Disagree
1	1.00 – 1.80	- Strongly Disagree

Engagement Level

Table 2b explains the Extent of Students' Demonstration to Quality Research Report Writing in terms of Engagement Level. Statement 4 (Students are motivated to explore topics thoroughly before writing their reports.) posted the highest individual mean of 4.50. While statement 5 (Students are involved in all levels of making the research.) has the least mean of 2.85. Weighted mean was found to be 3.39.

Table 2b. Extent of Students' Demonstration to Quality Research Report Writing in terms of Engagement Level

Statements	Mean	Description
1. Students actively participate in group discussions and activities related to report writing.	2.98	Moderately Agree
2. Students take initiative in seeking feedback from peers and teacher during the writing process.	3.58	Agree
3. Students find the report writing process engaging and worthwhile.	3.03	Moderately Agree
4. Students are motivated to explore topics thoroughly before writing their reports.	4.50	Strongly Agree
5. Students are involved in all levels of making the research.	2.85	Moderately Agree
Weighted Mean	3.39	Moderately Agree

<i>Level</i>	<i>Range</i>	<i>Description</i>
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 – 2.60	- Slightly Disagree
1	1.00 – 1.80	- Strongly Disagree

Allowing students to explore topics of their choice fosters autonomy, increases motivation, and deepens engagement. This personalized learning approach helps students develop critical thinking, creativity, and a stronger connection to the subject matter. The knowledge on effective writing tends to

be the basis of how students must write their report or research. Students must be able to produce reports that are both meaningful and effective, depending on the type of report they are writing; for example, a research report. Additionally, people use writing as a means of expressing their feelings, thoughts, and ideas. Therefore, students need to develop their writing skills in order to communicate effectively in writing about their subjects (Birhan, 2018).

Writing Performance

Table 2c discloses the extent of students' writing performance, in which they demonstrated quality research report writing. The analysis highlights that statement 1 had the highest mean score of 4.52, indicating a very high progress in students' writing abilities throughout their academic journey. On the other hand, statement 4 obtained the lowest mean score of 2.46, suggesting a notable area for improvement in time management and efficiency without sacrificing report quality. Finally, a score of 3.41 weighted mean was obtained, reflecting a good performance in research report writing across the evaluated aspects.

This probably shows that as students keep writing, their performance would improve over time. Students improve their writing skills through consistent practice, feedback, and exposure to various writing styles. As they write more, they learn to organize ideas clearly, use proper grammar, and refine their voice. Improvement happens because the brain builds on past learning, making it easier to apply techniques and avoid past mistakes.

This discussion underscores both the strengths and areas that require focused attention to further enhance students' research writing competencies. Yulia (2018) stated that by means of performance evaluation, the students can learn about their areas of strength and weakness as well as the criteria used by teachers to evaluate their language learning progress and provide comments. In this manner, students' writing skills will be improved when suggestions are followed.

Table 2c. Extent of Students' Demonstration to Quality Research Report Writing in terms of Writing Performance

Statements	Mean	Description
1. Students' writing skills have improved since the start of their coursework.	4.52	Strongly Agree
2. Students are capable of producing written work that meets or exceeds expectations.	3.26	Moderately Agree
3. Students effectively incorporate feedback into writing to enhance performance.	3.58	Strongly Agree
4. Students can write reports within the given time frame without compromising quality.	2.46	Slightly Disagree
5. Students can articulate ideas coherently, which contributes positively to their writing performance.	3.25	Moderately Agree
Weighted Mean	3.41	Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 – 2.60	- Slightly Disagree
1	1.00 – 1.80	- Strongly Disagree

Completion Rate

Table 2d discusses the Extent of Students' Demonstration to Quality Research Report Writing in terms of Completion Rate. Statement 2 (Students encounter challenges that affect their ability to complete reports on time.) posted the highest individual mean of 4.72, while statement 1 (Students consistently complete their reports by the assigned deadlines.) has the least mean of 2.45. Weighted mean was found to be 3.53.

Performance towards writing has been regarded as a crucial way of assessing how students really learned in the four corners of the classroom and how these learnings be transferred from the assessments given. Performance assessments are thought to improve students' writing abilities, reflect their learning progress, give them well-organized feedback on their areas of weakness, foster critical thinking skills, and demonstrate language proficiency through practical tasks (Prastikawati et al., 2016).

Table 2d. Extent of Students' Demonstration to Quality Research Report Writing in terms of Completion Rate

Statements	Mean	Description
1. Students consistently complete their reports by the assigned deadlines.	2.45	Slightly Disagree
2. Students encounter challenges that affect their ability to complete reports on time.	4.72	Strongly Agree
3. The time allotted for report writing is sufficient for completing quality work.	4.36	Strongly Agree
4. Students prioritize report writing as an essential part of their academic responsibilities.	2.92	Moderately Agree
5. Students' report completion rates are high.	3.19	Moderately Agree
Weighted Mean	3.53	Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 - 1.80	- Strongly Disagree

Student Feedback

Table 2e explains the Extent of Students' Demonstration to Quality Research Report Writing in terms of Student Feedback. Statements 2 (Students have opportunities to discuss report writing with the teacher/adviser.) and 5 (Students feel comfortable being provided with feedback about their report writing.) posted the highest individual means of 4.31, while statement 3 (Peer feedback significantly improves their report writing quality.) has the least mean of 3.90. The weighted mean was found to be 4.20.

This analysis highlights the need for targeted interventions to bolster students' efficiency in managing deadlines while ensuring the quality of their written work. Additionally, it emphasizes the strides students have made in enhancing their fundamental writing skills over time. In earlier studies, performance evaluation can improve students' writing abilities and psychological well-being by boosting their drive to get above their self-efficacy obstacles when writing in English. For instance, self-assessment as a direct assessment or performance assessment could enhance students' written work, self-confidence, autonomy encouragement, and motivation for their involvement, as well as lessen teachers' hesitancy to assign grades as discussed by Menggo et. al., (2019); and Prasetyowati and Sa'adah (2018).

Table 2e. Extent of Students' Demonstration to Quality Research Report Writing in terms of Student Feedback

Statements	Mean	Description
1. The feedback students receive on their reports is constructive and helpful.	4.29	Strongly Agree
2. Students have opportunities to discuss report writing with the teacher/adviser.	4.31	Strongly Agree
3. Peer feedback significantly improves their report writing quality.	3.90	Agree
4. Student feedback mechanisms (e.g., surveys, discussion forums) are effective in their course.	4.18	Agree
5. Students feel comfortable being provided with feedback about their report writing.	4.31	Strongly Agree
Weighted Mean	4.20	Agree

Level	Range	Description
5	4.21 – 5.00	- Strongly Agree
4	3.31 – 4.20	- Agree
3	2.61 – 3.40	- Moderately Agree
2	1.81 - 2.60	- Slightly Disagree
1	1.00 - 1.80	- Strongly Disagree

Relationship between Teachers' Motivational Strategies and the Quality of Students' Research Report Writing

Table 3 delves into the relationship between teachers' motivational strategies and the quality of students' research report writing. It was found out that there exists a significant relationship between teachers' motivational strategies on strategies used towards quality of reports and student feedback, with p-values of 0.000 and 0.000, respectively. Also, there exists a significant relationship between the frequency of implementation of student feedback, with a computed p-value of 0.001.

Han and Xu (2019) found that teacher feedback had effects on individual students when it was compatible with learner factors, such as English learning motivation, beliefs, and language ability.

Table 3. Relationship Between Teachers' Motivational Strategies and the Quality of Students' Research Report Writing

		Research Report Writing				
Teacher Motivational Strategies		Quality of Reports	Engagement Level	Writing Performance	Completion Rate	Student Feedback
Strategies Used	Correlation Coefficient	.300**	.073	.036	.098	.453**
	Sig. (2-tailed)	.000	.193	.523	.078	.000
Frequency of Implementation	Correlation Coefficient	.025	.010	-.042	-.022	.190**
	Sig. (2-tailed)	.656	.860	.458	.696	.001
Teacher-Students-Interaction	Correlation Coefficient	.016	-.041	-.008	-.093	-.049
	Sig. (2-tailed)	.771	.467	.891	.096	.379

Classroom- Environment	Correlation Coefficient	.045	.028	.067	.034	.037
	Sig. (2-tailed)	.421	.613	.229	.545	.509
Adaptation-of- Strategies	Correlation Coefficient	-.078	.057	-.077	.006	-.024
	Sig. (2-tailed)	.161	.310	.170	.916	.669

Teachers' Motivational Strategies on Students' Quality of Reports

The data gleaned in Table 6a disclose the overall influence of teachers' motivational strategies on students' research report writing in terms of Quality of Report (F-value = 7.483, Probability = 0.000). The hypothesis of the study was rejected because the probability value is less than the set 0.050 level of significance.

In fact, only 10.60% of the variation of teachers' motivational strategies on students' research report writing in terms of Quality of Reports. The remaining 89.40% was attributed to some teachers' motivational strategies not included in the study. Only strategies used have a significant influence on Quality of Reports with a p-value of 0.000 less than 0.05 level of significance.

Table 6a. Influences of teachers' motivational strategies on students' research report writing in terms of Quality of Reports

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.323	.375		6.191	.000
Strategies Used	.316	.055	.308	5.741**	.000
Frequency of Implementation	-.017	.019	-.047	-.882	.378
Teacher -Students Interaction	.049	.045	.060	1.107	.269
Classroom Environment	.041	.048	.046	.856	.392
Adaptation of Strategies	-.085	.050	-.092	-1.709	.088

R² = 0.106

F = 7.483** Prob = 0.000

Teachers' Motivational Strategies on Students' Engagement Level

It was gleaned in Table 6b on influences of teachers' motivational strategies on students' research report writing in terms of Engagement Level (F-value = 1.028, Probability = 0.401). There is no reason to reject the hypothesis because the p-value is greater than the set 0.050 level of significance.

In fact, only 1.60% of the variation of teachers' motivational strategies on students' research report writing in terms of Engagement Level. The remaining 98.40% was attributed to some teacher motivational strategies not included in the study.

Table 6b. Influences of Teachers' Motivational Strategies on Students' Research Report Writing in terms of Engagement Level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.856	.600		4.762	.000
Strategies Used	.123	.088	.078	1.393	.165
Frequency of Implementation	-.030	.031	-.055	-.970	.333
Teacher -Students Interaction	-.049	.071	-.039	-.693	.489
Classroom Environment	.072	.077	.053	.935	.351
Adaptation of Strategies	.036	.080	.025	.446	.656

$R^2 = 0.016$

F = 1.028

Prob = 0.401

Teachers' Motivational Strategies on Students' Writing Performance

It was gleaned in Table 6c on influences of teachers' motivational strategies on students' research report writing in terms of Writing Performance (F – value = 0.872, Probability = 0.500). There is no reason to reject the hypothesis because probability value is greater than 0.050.

In fact, only 1.40% of the variation of teachers' motivational strategies on students' research report writing in terms of Writing Performance. The remaining 98.60% was accounted to some teacher motivational strategies not included in the study.

Table 6c. Influences of Teachers' Motivational Strategies on Students' Research Report Writing in terms of Writing Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.257	.385		8.460	.000
Strategies Used	.040	.057	.040	.710	.478
Frequency of Implementation	-.014	.020	-.039	-.698	.486
Teacher -Students Interaction	.027	.046	.033	.585	.559
Classroom Environment	.066	.049	.075	1.334	.183
Adaptation of Strategies	-.059	.051	-.064	-1.140	.255

$R^2 = 0.014$

F = 0.872

Prob = 0.500

Teachers' Motivational Strategies on Students' Completion Rate

It was gleaned in Table 6d on influences of teachers' motivational strategies on students' research report writing in terms of Completion Rate (F – value = 1.718, Probability = 0.130). There is no reason to reject the hypothesis because probability value is greater than 0.050.

In fact, only 2.70% of the variation of teachers' motivational strategies on students' research report writing in terms of Completion Rate. The remaining 97.30% was attributed to some teacher motivational strategies not included in the study.

Table 6d. Influences of Teachers' Motivational Strategies on Students' Research Report Writing in terms of Completion Rate

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.983	.325		9.183	.000
Strategies Used	.098	.048	.115	2.048*	.041
Frequency of Implementation	.003	.017	.009	.155	.877
Teacher -Students Interaction	-.041	.039	-.059	-1.049	.295
Classroom Environment	.061	.042	.082	1.457	.146
Adaptation of Strategies	.029	.043	.038	.672	.502

$R^2 = 0.027$

$F = 1.718$

Prob = 0.130

Teachers' Motivational Strategies on Students' Feedback

It was gleaned in Table 6e on influences of teachers' motivational strategies on students' research report writing in terms of Student Feedback (F -value = 17.105, Probability = 0.000). The hypothesis of the study was rejected because the probability value is less than the set 0.050 significance level.

Further, only 21.40% of the variation of teachers' motivational strategies on students' research report writing in terms of. The remaining 78.60% was accounted to some teachers' motivational strategies not included in the study. Only strategies used have the significant influence on Student Feedback with p -value of 0.000 lesser than 0.05.

Table 6e. Influences of Teachers' Motivational Strategies on Students' Research Report Writing in terms of Student Feedback

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.564	.372		6.891	.000
Strategies Used	.496	.055	.457	9.070**	.000
Frequency of Implementation	.015	.019	.040	.794	.428
Teacher -Students Interaction	-.022	.044	-.026	-.508	.612
Classroom Environment	.033	.048	.035	.694	.488
Adaptation of Strategies	-.084	.050	-.085	-1.687	.093

$R^2 = 0.214$

$F = 17.105^{**}$

Prob = 0.000

CONCLUSIONS

It is concluded in this study that teachers' motivational strategies may vary from one to another but most of them use collaborative learning strategies, adaptive and interest-based strategies, and motivational reinforcement strategies. Similarly, there have been various factors which are identified to have contributed to students' research report writing skills which are teachers' adaptation of strategies,

consistency and frequency of their implementation, and classroom environment. All these greatly influence students' performance as perceived in their improved quality of work and increased engagement and completion rate.

This study further accentuates that the quality of students' report writing can be made better if teachers remain creative, strategic, and adaptive in facilitating learning. Students who get feedback and discussion from their teachers and peers regarding their work tend to improve educational practices and outcomes in writing instruction. Thus, should be made consistent in a class, particularly in research report writing.

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