Original Research Article

**WORK TASKS MOTIVATION AND SOLUTION-FOCUSED PRACTICES OF PUBLIC SECONDARY SCHOOL TEACHERS**

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ABSTRACT

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| This study examined the significant relationship between work tasks motivation and solution-focused practices among public secondary school teachers in Mati Central District, Division of Mati City. A descriptive-correlational research design was utilized, with a sample of 174 public secondary school teachers in Mati Central District, Division of Mati City. Data were collected through standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers' work tasks motivation and their solution-focused practices were at a high level. Correlation analysis indicated a significant positive relationship between work tasks motivation and solution-focused practices. Furthermore, multiple regression analysis showed that various domains of work tasks motivation significantly influenced teachers’ solution-focused practices. Based on these findings, it is recommended that school administrators may create professional development programs focused on enhancing teachers’ motivation and improving their solution-focused practices further. Providing teachers with targeted training and resources may further enhance their motivation and strengthen their ability to effectively implement solution-focused practices, ultimately fostering improved student learning outcomes and more effective classroom management. |

*Keywords*: Work Tasks Motivation, Solution-Focused Practices, Public Secondary School Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Solution-focused practices are essential in fostering a positive and effective learning environment, enabling teachers to identify strengths, implement proactive strategies, and focus on student success rather than challenges. These practices encourage educators to approach problems with a constructive mindset, emphasizing solutions over obstacles and guiding students toward academic and personal growth. However, research suggests that many teachers struggle to apply solution-focused practices consistently due to workplace stress, lack of motivation, and rigid school structures.

Internationally, educators face various challenges in integrating solution-focused approaches into their teaching. In countries such as the United States and Canada, teachers report difficulties in maintaining solution-focused strategies due to high workloads, administrative demands, and student behavioral issues (Seko & Lau, 2022; Hunt, 2022). Similarly, in developing nations like Nigeria and India, limited professional development opportunities and insufficient institutional support hinder teachers' ability to implement proactive, strength-based teaching methods (Ossai, 2021; Garrett, 2022). Without sufficient motivation and support, educators may struggle to maintain a constructive, student-centered approach in their classrooms (Lee & Branch, 2022).

Moreover, several research studies have examined the relationship between work tasks motivation and solution-focused practices, highlighting how educators’ motivation to engage in specific tasks influences their approach to solving problems and fostering positive outcomes in the classroom. Work task motivation, characterized by the drive to achieve meaningful goals and overcome challenges, plays a vital role in shaping educators' solution-focused strategies when addressing classroom issues (Braun et al., 2020). Teachers who are highly motivated to complete tasks efficiently often employ solution-focused practices, seeking practical ways to address student needs while fostering a positive learning environment (Boaler et al., 2022). These educators tend to focus on finding solutions to challenges rather than dwelling on problems, encouraging students to adopt a similar mindset of resilience and optimism (Imreh et al., 2024).

Furthermore, research has shown that teachers with strong work tasks motivation are more likely to use solution-focused approaches that encourage student self-efficacy and ownership of their learning (Doll & Song, 2023). For instance, these educators often ask students to identify potential solutions to challenges, empowering them to take initiative in problem-solving and critical thinking (Day, 2020). Teachers who are motivated by task completion may also adopt strategies that highlight students' strengths, reinforcing their capabilities to overcome academic obstacles (Yahya, 2022).

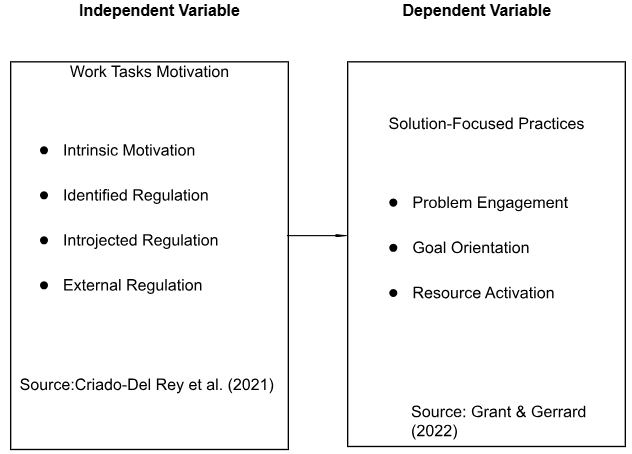
In the Philippine education system, particularly in public secondary schools, teachers face challenges in adopting solution-focused practices due to curriculum constraints, large class sizes, and performance pressures. While the Department of Education promotes student-centered teaching, many educators still rely on traditional problem-focused approaches rather than solutions-oriented techniques (Rowe, 2022). Studies indicate that teachers in urban centers like Cebu often lack access to training programs that emphasize solution-focused teaching, making it difficult for them to integrate these methods into their daily practices fully (Masongsong et al., 2023).

Relatively, work tasks motivation plays a significant role in determining whether teachers engage in solution-focused practices. Educators with intrinsic motivation driven by passion, personal fulfillment, and a sense of purpose are more likely to adopt proactive teaching strategies (Zhao, 2024). On the other hand, those who rely on extrinsic motivation, such as salary incentives or administrative recognition, may struggle to maintain a solution-focused mindset in the absence of external rewards (Worthington, 2024). Teachers who experience high levels of work-related stress, job dissatisfaction, or burnout may find it difficult to consistently apply solution-focused methods in their classrooms (Alexander, 2020).

However, challenges arise when work task motivation does not align with solution-focused practices. Teachers who prioritize efficiency and outcomes may at times, overlook the emotional and relational aspects of student learning, which are equally important for problem-solving and development (Young, 2023). Additionally, without adequate training in solution-focused techniques, educators might struggle to apply these strategies in a way that truly resonates with all students, leading to missed opportunities for engagement (Nganga et al., 2025). Furthermore, while motivation can drive teachers to find quick solutions, it may also inadvertently lead to oversimplification of complex issues (Gill, 2023).

In Mati Central District, Division of Mati City, solution-focused practices are becoming increasingly relevant in helping teachers manage classroom challenges, enhance student engagement, and foster a positive learning environment. However, many educators still struggle to shift from problem-focused mindsets to proactive, goal-oriented approaches, which can limit student progress. Effective solution-focused teaching requires educators to redirect students’ focus toward achievable goals, reinforce their strengths, and create an environment where students feel empowered to overcome difficulties. Despite its benefits, the lack of professional development programs and overwhelming workloads hinder teachers’ ability to implement these practices effectively.

Despite the significance of work tasks motivation in shaping solution-focused teaching practices, limited research has been conducted on how motivation influences these practices in public secondary schools in Mati Central District, Division of Mati City. This gap highlights the need for a comprehensive study on the relationship between work tasks motivation and solution-focused teaching, particularly in contexts where educators face challenges such as large class sizes, curriculum constraints, and high workloads. This study aims to explore how teachers’ motivational factors impact their ability to implement solution-focused practices, providing insights that can inform teacher training programs, school policies, and educational strategies. The findings will be valuable for policymakers, administrators, and educators seeking to enhance student engagement and learning through solution-focused teaching approaches.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between work task motivation and solution-focused practices of public secondary school teachers in Mati Central District, Division of Mati City. Specifically, it sought to answer the following questions:

1. What is the degree of the work task motivation of public secondary school teachers in terms of:

1.1 intrinsic motivation;

1.2 identified regulation;

1.3 introjected regulation; and

1.4 external regulation?

2. What is the level of solution-focused practices of public secondary school teachers in terms of:

2.1 problem engagement;

2.2 goal orientation; and

2.3 resource activation?

3. Is there a significant relationship between work task motivation and the solution-focused practices of public secondary school teachers in Mati Central District, Division of Mati City?

4. Which domains of work task motivation significantly influence the solution-focused practices of public secondary school teachers in Mati Central District, Division of Mati City?

**1.2 Hypotheses**

Ho1: There is no significant relationship between work tasks motivation and solution-focused practices of public secondary school teachers.

Ho2: None of the domains of work tasks motivation significantly influence the solution-focused practices of public secondary school teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research followed a non-experimental framework, which focused on observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aims to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focused on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to describe the extent of work tasks motivation and solution-focused practices. Additionally, the study sought to determine the significant relationship between work tasks motivation and the solution-focused practices of public secondary school teachers Mati Central District, Division of Mati City.

**2.2 Research Respondents**

This study was conducted in Mati Central District, Division of Mati City, and included five secondary schools within the district. A total of 174 secondary teachers were involved as respondents, selected from a population of 307 using Slovin’s formula. These respondents rated the work tasks motivation and solution-focused practices of public secondary school teachers. The data collection was conducted during the school year 2024–2025. In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to the members of the population and placed in a container large enough to allow the rolled pieces of paper to move freely when shaken. The researcher then picked the desired number of participants. Only teachers with at least three years of service were selected as respondents.

The inclusion criteria were as follows: first, the teacher had to be currently employed at a public secondary school within Mati Central District, Division of Mati City during the 2024–2025 school year. Second, the teacher had to have at least three years of teaching experience in any subject area. Lastly, the teacher must have attended training or seminars on the MATATAG program. Teachers who did not meet these criteria were excluded from the study.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Work Tasks Motivation Scale by Fernet et al. (2008), as cited in Criado-Del Rey et al. (2024). The scale included items that focus on evaluating various dimensions of work tasks motivation, including intrinsic motivation, identified regulation, introjected regulation and external regulation. Its overall Cronbach’s alpha coefficient is 0.710, which supports the reliability of the questionnaire for measuring the variable of work tasks motivation. In this study, the work tasks motivation scale demonstrated excellent reliability, with a Cronbach’s alpha value of 0.944.

The second part of the questionnaire was developed by Grant and Gerrard (2020) to assess solution-focused practices. The Solution-Focused Practices Inventory assesses problem engagement, goal orientation and resource activation. The overall Cronbach’s alpha coefficient for the scale is 0.710, indicating that the questionnaire was reliable for measuring solution-focused practices. Additionally, the solution-focused questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.947.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of work tasks motivation and solution-focused practices of public secondary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between work tasks motivation and solution-focused practices of public secondary school teachers.

Multiple linear regression analysis was employed to identify which domains of work tasks motivation significantly influence the solution-focused practices of public secondary school teachers.

3. results and discussion

**3.1 Extent of Work Tasks Motivation among Public Secondary School Teachers**

Table 1. *Extent of Epistemic Beliefs of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Intrinsic Motivation | 0.78 | 4.33 | Very Extensive |
| Identified Regulation | 0.82 | 4.35 | Very Extensive |
| Introjected Regulation | 0.73 | 4.32 | Very Extensive |
| External Regulation | 0.67 | 4.33 | Very Extensive |
| **Overall** | **0.65** | **4.33** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of work tasks motivation among public secondary school teachers, including identified regulation, intrinsic motivation, external regulation, and introjected regulation, based on the mean scores and standard deviations. The indicator "identified regulation" has the highest mean of 4.35, which is categorized as very extensive, followed by "intrinsic motivation" and "external regulation," both with a mean of 4.33 and also categorized as very extensive. Lastly, "introjected regulation" received the lowest mean of 4.32, but it remains within the very extensive category. The overall mean of 4.33 indicates that public secondary school teachers demonstrate a highly developed level of motivation for work tasks.The overall standard deviation of 0.65 suggests that the ratings were closely clustered around the mean.

These findings imply that teachers are highly motivated by both internal and external factors, including personal interest, a sense of responsibility, external expectations, and the desire to meet professional standards. Their strong level of work task motivation contributes to their dedication, effectiveness, and sustained engagement in their teaching roles.

This finding aligns with the research of Amtu et al. (2020), who emphasized that strong work tasks motivation among teachers enhances their commitment to instructional duties, leading to improved teaching performance and student outcomes. Similarly, Yurtseven and Dulay (2022) noted that teachers with high levels of work tasks motivation are more likely to demonstrate persistence, adaptability, and enthusiasm in their professional responsibilities. Additionally, Heryanto (2024) argued that fostering work tasks motivation, whether driven by intrinsic passion or external incentives, plays a crucial role in sustaining teacher engagement, job satisfaction, and overall effectiveness in the classroom.

**3.2 Extent of Solution-Focused Practices among Public Secondary School Teachers**

Table 2. *Extent of Solution-Focused Practices among Public Secondary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Problem Engagement | 0.75 | 4.34 | Very Extensive |
| Goal Orientation | 0.78 | 4.33 | Very Extensive |
| Resource Activation | 0.80 | 4.36 | Very Extensive |
| **Overall** | **0.72** | **4.34** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of solution-focused practices among public secondary school teachers, including resource activation, problem engagement, and goal orientation, based on the mean scores and standard deviations. The indicator "resource activation" has the highest mean of 4.36, which is categorized as very extensive, followed by "problem engagement" with a mean of 4.34, which is also categorized as very extensive. Lastly, "goal orientation" received the lowest mean of 4.33, still categorized as very extensive. The overall mean of 4.34 indicates that public secondary school teachers exhibit a highly developed level of solution-focused practices in their professional approach.

The overall standard deviation of 0.72 suggests that the ratings were closely clustered around the mean.

This implies that teachers are highly skilled in recognizing and utilizing resources effectively, actively engaging in problem-solving strategies, and maintaining a strong goal-oriented mindset. Their extensive solution-focused practices ensure that they can efficiently address classroom challenges, adapt to varying teaching situations, and foster a resilient and proactive learning environment for their students.

This finding aligns with the research of Clark (2025), who emphasized that strong solution-focused practices among teachers enhance their ability to prioritize actionable solutions over dwelling on challenges, leading to more effective classroom management and student engagement. Similarly, McGhee and Stark (2021) highlighted that educators with high solution-focused practices are more likely to maintain a positive outlook, set clear instructional goals, and implement strategies that promote student success. Additionally, Orgaer (2024) argued that fostering solution-focused practices in teachers strengthens their problem-solving mindset, adaptability, and capacity to utilize available resources effectively, ultimately improving overall teaching effectiveness and student outcomes.

**3.3 Significant Relationship Between Work Tasks Motivation and the Solution-Focused Practices of Public Secondary School Teachers**

Table 3. *Significant Relationship Between Work Tasks Motivation and the Solution-Focused Practices of Public Secondary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Work Tasks Motivation | 4.33 | 0.65 |  |  |  |  |  |
|  |  |  | 0.62 | 0.38 | High | 0.000 | Reject Ho1 |
| Solution-Focused Practices | 4.34 | 0.72 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between work tasks motivation and solution-focused practices among public secondary school teachers. The relationship between work tasks motivation and solution-focused practices has a correlation coefficient (R) of 0.62 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between work tasks motivation and solution-focused practices. The R² value of 0.38 suggests that approximately 38% of the variation in solution-focused practices can be explained by work tasks motivation. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that work tasks motivation is significantly related to solution-focused practices.

This suggests that public secondary school teachers who exhibit a high level of motivation for work tasks are more likely to engage in solution-focused teaching approaches. Their motivation, whether intrinsic, extrinsic, or regulated by personal and professional goals, enables them to effectively address classroom challenges, stay goal-oriented, and maximize available resources to enhance student learning. The positive relationship highlights the essential role of motivation in shaping teachers’ ability to remain proactive, adaptable, and resourceful in their teaching practices, ultimately fostering a dynamic and resilient learning environment.

This finding resonates with the research conducted by McGhee and Stark (2021), who explored how work tasks motivation influences teachers' ability to engage in solution-focused practices that enhance classroom efficiency. Teachers with high work tasks motivation are more likely to approach challenges proactively and implement strategies that foster student success. Similarly, Kombou (2020) highlighted that intrinsically and extrinsically motivated educators tend to adopt solution-focused approaches, enabling them to navigate classroom difficulties with resilience and adaptability. Moreover, Hunt (2022) found that a strong connection between work tasks motivation and solution-focused practices allows teachers to remain goal-oriented, resourceful, and innovative, ultimately leading to improved teaching effectiveness and student learning outcomes.

**3.4. Domains of Work Tasks Motivation that Significantly Influence Solution-Focused Practices of Public Secondary School Teachers**

**Table 4.** *Domains of Work Tasks Motivation that Significantly Influence Solution-Focused Practices of Public Secondary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.18 | 0.80 |  | 6.30 | 0.000 | Significant |
| Intrinsic Motivation | 0.72 | 0.60 | 0.70 | 5.28 | 0.000 | Significant |
| Identified Regulation | 0.70 | 0.62 | 0.60 | 5.20 | 0.000 | Significant |
| Introjected Regulation | 0.73 | 0.65 | 0.65 | 5.30 | 0.000 | Significant |
| External Regulation | 0.76 | 0.70 | 0.62 | 5.35 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Solution-Focused Practices =3.18 + 0.72 (Intrinsic Motivation) + 0.70 (Identified Regulation + 0.73 (Introjected Regulation) +  0.76 (Introjected Regulation) | | | | | | |
| R=0.64; R²=0.409; F=74.62; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis of how different domains of work tasks motivation—intrinsic motivation, identified regulation, introjected regulation, and external regulation, significantly influence the solution-focused practices of public secondary school teachers. The regression model reveals that all four domains positively contribute to solution-focused practices. Specifically, external regulation (B = 0.76) has the strongest influence, followed by introjected regulation (B = 0.73), intrinsic motivation (B = 0.72), and identified regulation (B = 0.70). The t-statistics for each domain (ranging from 5.20 to 5.35) and the p-values (all 0.000) confirm that these influences are statistically significant. The regression equation: solution-focused practices = 3.18 + 0.76 (external regulation) + 0.73 (introjected regulation) + 0.72 (intrinsic motivation) + 0.70 (identified regulation). The model explains 40.9% of the variance in solution-focused practices (R² = 0.409). Additionally, the model’s F-value of 74.62 and its p-value of 0.000 indicate that the model is statistically significant.

These findings highlight that external regulation plays the most crucial role in shaping teachers' solution-focused practices, suggesting that external factors such as institutional requirements, evaluations, and rewards significantly drive teachers’ problem-solving and goal-oriented approaches. However, intrinsic and introjected motivation also play essential roles, indicating that personal satisfaction, professional growth, and internalized responsibilities contribute significantly to teachers' ability to find solutions, set goals, and activate resources in their teaching. Strengthening these motivational domains can further enhance teachers' capacity to create adaptive, solution-driven classroom environments.

This finding is consistent with the research of McGhee and Stark (2021), who emphasized the role of work tasks motivation in enhancing teachers' solution-focused practices. Their study found that intrinsic motivation, identified regulation, introjected regulation, and external regulation significantly contribute to teachers' ability to implement proactive and goal-oriented solutions in the classroom. Similarly, research by Mallillin (2021) demonstrated that educators with high levels of work tasks motivation are more likely to engage in adaptive problem-solving and resource activation, ultimately fostering a more effective learning environment. Additionally, the work of Anderson (2023) highlighted that strengthening work tasks motivation among teachers enables them to maintain a solution-focused mindset, ensuring resilience, flexibility, and continuous professional growth.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of work tasks motivation among public secondary school teachers is always observed, with teachers demonstrating strong tendencies in intrinsic motivation, identified regulation, introjected regulation, and external regulation. This indicates that teachers consistently rely on various forms of motivation to carry out their professional responsibilities. Their motivation drives them to complete tasks efficiently, stay committed to their roles, and maintain high levels of performance in their teaching practices. It also suggests that teachers recognize both internal satisfaction and external rewards as key factors that influence their dedication to their work.

Secondly, the extent of solution-focused practices among teachers is always observed, with strong effectiveness in problem engagement, goal orientation, and resource activation. This indicates that teachers actively implement solution-focused strategies that enhance problem-solving, instructional planning, and resource utilization in their teaching practices. Their ability to focus on solutions rather than dwelling on problems allows them to create a more dynamic and responsive learning environment. Furthermore, their goal-oriented approach ensures continuous professional growth, while their resource activation skills enable them to maximize available teaching tools and materials to improve student learning outcomes.

Thirdly, a significant relationship between work tasks motivation and solution-focused practices is observed. This indicates that teachers with strong work tasks motivation are more likely to apply solution-focused strategies in addressing classroom challenges, setting goals, and maximizing available resources. Highly motivated teachers tend to take proactive steps in solving problems, adjusting their instructional methods to meet students’ needs, and striving for continuous improvement. Their motivation not only influences their ability to stay resilient in challenging situations but also enhances their capacity to think critically and make informed decisions that benefit both their professional growth and student success.

Finally, all domains of work tasks motivation significantly influence solution-focused practices. This highlights the crucial role of teachers' motivation in shaping their problem-solving approaches. Teachers who effectively harness their intrinsic and extrinsic motivation are better equipped to navigate teaching challenges, promote student success, and continuously enhance their instructional strategies. When teachers are highly motivated, they are more likely to develop creative solutions, set clear instructional objectives, and engage in reflective teaching practices. Their motivation fosters a sense of purpose and dedication, ultimately contributing to a more productive and student-centered learning environment.

The findings of this study, which examine the significant influence of work tasks motivation on solution-focused practices among teachers, align with Reflective Practice Theory, Bloom’s Taxonomy, and Social Learning Theory.

Reflective Practice Theory, proposed by Schön (1983), as cited by Newman (2020), emphasizes the importance of teachers' self-reflection on their actions and decisions to enhance their teaching strategies. Teachers with strong work tasks motivation often engage in reflective practice, continuously evaluating the effectiveness of their solution-focused approaches. Motivated educators are more likely to assess whether their instructional strategies and problem-solving methods effectively address students' needs and adjust their approaches accordingly. This reflective cycle allows teachers to refine their problem-solving techniques, ensuring that solution-focused practices remain dynamic, adaptive, and responsive to students’ evolving challenges.

Building on this, Bloom’s Taxonomy, developed by Bloom (1956), as cited by Baktybayev and Tussubayeva (2020), provides a framework for categorizing cognitive levels of learning, from simple recall to complex analysis and evaluation. Teachers who are highly motivated by task completion and problem-solving naturally incorporate Bloom’s Taxonomy into their instructional methods, ensuring that their questioning strategies and solution-focused approaches challenge students at various cognitive levels. Motivated educators tend to formulate questions that go beyond basic recall, pushing students to analyze, synthesize, and evaluate solutions critically.

Furthermore, Social Learning Theory, introduced by Bandura (1977), as cited by Rumjaun and Narod (2025), focuses on how individuals learn through observation, imitation, and interaction with others. Teachers with strong work tasks motivation often cultivate collaborative learning environments where students engage in collective problem-solving. Motivated teachers integrate solution-focused practices that encourage students to interact, exchange ideas, and learn from each other, reinforcing the value of social interaction in knowledge acquisition.

**6. RECOMMENDATIONS**

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

Firstly, considering that work tasks motivation among public secondary school teachers is at a very extensive level, it is recommended that school administrators sustain and further enhance programs that foster teachers’ motivation in performing their tasks. This can be done through professional development initiatives, recognition programs, and opportunities for career growth. Additionally, fostering a supportive work environment where teachers feel valued and encouraged may further strengthen their motivation, leading to more effective teaching strategies and student engagement. Teachers may actively participate in goal-setting activities, engage in reflective practice, and seek professional learning opportunities that align with their teaching aspirations further to enhance their intrinsic motivation and commitment to quality education.

Secondly, since solution-focused practices among teachers are also at a very extensive level, school administrators may continue promoting innovative and reflective teaching methods that support problem-solving and student-centered learning. Teachers may benefit from workshops, peer mentoring, and collaborative learning communities that emphasize effective questioning strategies, problem-solving techniques, and adaptability in teaching. By integrating student feedback and real-world applications, teachers can further enhance their solution-focused approaches to address various classroom challenges. Teachers may experiment with inquiry-based learning, adopt case study methods, and incorporate real-life problem-solving scenarios into their lessons to foster a more interactive and engaging learning environment.

Thirdly, given the significant relationship between work tasks motivation and solution-focused practices, it is recommended that school administrators implement policies that align teachers’ motivation with effective instructional strategies. Schools may conduct regular assessments of teachers’ motivational levels and use these insights to tailor training programs and workload management strategies. Additionally, providing autonomy in decision-making, goal-setting opportunities, and access to professional growth resources may strengthen teachers' solution-focused teaching approaches and classroom problem-solving skills. Teachers may take initiative in designing their own teaching strategies, seek mentorship from experienced colleagues, and actively engage in curriculum planning to ensure their work remains both fulfilling and impactful.

Finally, school administrators may establish mentorship programs, provide incentives for innovative teaching, and create a culture of collaboration to sustain teachers’ motivation and solution-focused practices. They may also conduct periodic evaluations to identify areas for improvement and ensure continuous professional growth among educators. Teachers may actively participate in self-assessment, collaborate with peers to refine their teaching methodologies and integrate new instructional strategies to maintain high levels of motivation and problem-solving effectiveness. Future researchers may explore other factors influencing teachers’ motivation and problem-solving approaches, such as self-efficacy, resilience, and leadership styles, to provide deeper insights into improving instructional effectiveness.

Consent (where ever applicable)

This research was carried out in strict observance of ethical principles to protect the rights, dignity, and welfare of all participants. Before any data collection took place, the researcher obtained the required permissions, including approval from the Dean of the Graduate School at Rizal Memorial Colleges and clearance from the institution’s Ethics Review Committee. The study was guided by the ethical framework outlined by Pregoner et al. (2025), ensuring alignment with current standards for research involving human participants in educational settings. Participation was completely voluntary, and all individuals were clearly informed about the study’s objectives, scope, and their right to refuse or withdraw at any point without facing any negative consequences. Informed consent was secured to confirm that participants understood the nature of the study and agreed to take part. To protect privacy, no personally identifiable information was collected, and all responses remained confidential. The data were used solely for scholarly purposes. These steps ensured that the research was conducted with ethical integrity, transparency, and full professional responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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