

Voices Behind the Pen: A Qualitative Exploration of Teachers' Autonomy, Competence, Relatedness, and Motivation in Teaching Academic Writing

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Abstract

Lack of motivation and engagement in teaching academic writing is a pressing concern. This study explored the motivation and engagement of Senior High School English teachers in teaching academic writing. Descriptive-design, purposive sampling, interview, and thematic analysis were utilized as research methods. The data from 15 purposely chosen participants revealed that teachers' flexible instruction and strategy use, skilled and reflective teaching practices, supportive relationships and feedback with students, and strong commitment and enthusiasm promoted motivation and engagement. Teachers may focus on strengthening classroom practices to enhance teaching and learning quality outcomes. Future studies may use multiple regression analysis and Exploratory Factor Analysis (EFA) to examine the relationships and develop questionnaires of the variables mentioned.

Keywords: Qualitative exploration, teachers' autonomy, competence, relatedness, and motivation in teaching academic writing

1. Introduction

1.1 The Problem and Its Scope

Lack of motivation and engagement in teaching academic writing is a pressing concern. Despite this incorporation of the core subjects such as Reading and Writing Skills, English for Academic and Professional Purposes, and Practical Research, many educators still encounter challenges in facilitating students' academic writing proficiency (Hyland, 2020). On the other hand, teaching academic writing poses several challenges that can impede the teachers' motivation and engagements. Thus, exploring the factors that affect teachers' motivation is salient for enhancing the efficacy of academic teaching (Chen & Cheng, 2023).

This problem is not only observable in the Philippines. Such countries like the United States, the United Kingdom, and Australia, teachers have reported a decrease in student writing abilities and their excessive dependence on digital tools that impede genuine writing. Educators in the United States and the United Kingdom report facing heightened pressure to fulfill curriculum demands while addressing students' decreasing critical thinking skills and lack of motivation to write (Graham et al., 2020). Meanwhile, in Saudi Arabia, EFL teachers encounter problems in teaching academic writing as students have limited exposure to English beyond the classroom and overreliance on memorization-based education (Al Harbi, 2023). Similarly, this is evident in Malaysia, in which a study revealed that the English teachers face struggles with the students' insufficient academic vocabulary and limited exposure to formal writing frameworks, necessitating an extensive scaffolding and clear guidance in instruction (Nordin & Mohammad, 2023).

In the context of the Philippines specifically, in Laoag City, was pertinent that Grade 11 students face considerable difficulties in writing academic essays, frequently creating ideas that are poorly organized academic language (Pablo & Lasaten, 2022). Hence, despite the teachers' efforts to align with curriculum standards, struggles in teaching academic writing become evident. This clearly implies that academic instruction involves more than just a curriculum design, but it is closely connected to the teachers' lived experiences and professional growth. (Corpuz, 2023).

Teaching academic writing relies not just on the curriculum design but also on the perceptions of the teachers. These realities might result in diminished teaching efficiency and heightened teacher frustration. However, the lack of comprehensive studies exploring these interconnected aspects persists, underscoring the urgency of this study.

1.2 Significance of the Study

This study was pertinent and support the United Nations Sustainable Development Goal on Education (SDG 4) and for reinforcing the K to 12 curriculum's objectives in fostering academic literacy and quality education. It addressed the pressing concerns encountered by educators in giving effective writing instruction that provides a comprehensive insight into realities influencing the academic writing instruction in the Philippines. This study could aid English teachers in addressing students' learning demands, honing writing competence, and ultimately reinforcing academic instruction in the Senior High School classrooms.

1.3 Statement of the Problem

This study aimed to unravel and understand the experiences of the SHS English teachers in teaching academic writing. Specifically, it sought answers to the following questions:

1. What are the manifestations of autonomy in teaching academic writing?
2. What are the manifestations of competence in teaching academic writing?
3. What are the manifestations of relatedness in teaching academic writing?
4. What are the manifestations of motivation and engagement in teaching academic writing?

1.4 Theoretical Lens

This study is anchored on Self-Determination Theory (Deci & Ryan, 1985). This theory provides a broad lens for understanding human motivation, development, and well-being. Individuals are naturally driven to grow and achieve fulfillment when three basic psychological needs are met, such as autonomy, competence, and relatedness. The model below showed how these salient needs affect teachers' motivation and engagement in teaching academic writing, providing a lens for understanding the perceptions of SHS English teachers.

Conceptual Lens

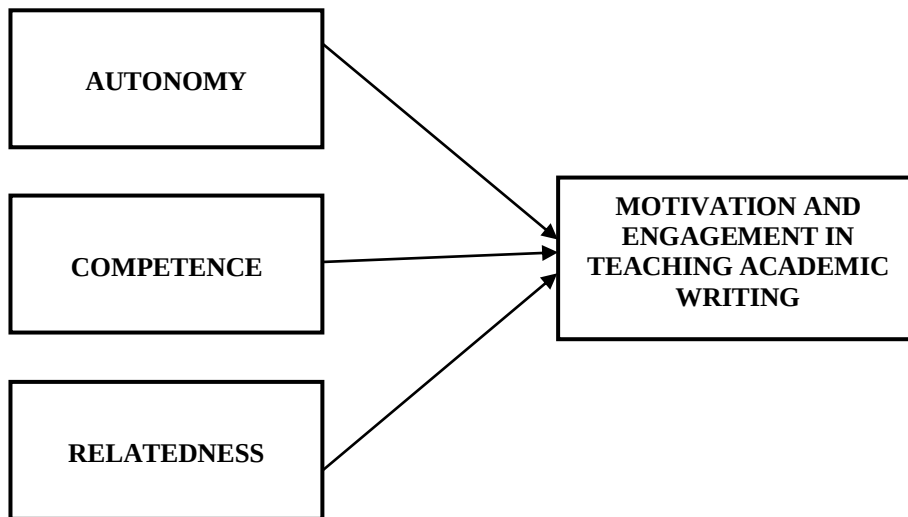


Figure 1. Research Paradigm

1.5 Assumptions

In this study, the participants openly and truthfully share their perceptions as SHS English teachers in teaching academic writing. Also, these responses anchored with the theoretical framework of Self-Determination Theory, specifically in terms of autonomy, competence, relatedness, and motivation and engagement in teaching academic writing. Nevertheless, while the participants' responses generally correspond with Self-Determination Theory, they could also go beyond by incorporating further insights that are not fully represented by autonomy, competence, relatedness, and motivation and engagement. This would provide a more comprehensive and nuanced understanding of their experiences teaching academic writing.

2. Methodology

2.1 Research Design

This study employed descriptive-qualitative design. A descriptive-qualitative research design is a qualitative research methodology that incorporated non-numerical data to describe and interpret the experiences, perceptions, behavior, and perspectives of individuals. It places an emphasis on understanding phenomena based on the context without altering the said variables (Creswell & Creswell, 2022). This design was suitable for the study as it sought to understand how SHS English teachers perceived struggles, rewarding aspects of their work, as well as the lesson they learned from these experiences.

2.2 Research Locale

The study was conducted in the chosen private Senior High Schools in Davao City, particularly in the Buhangin District. Davao City is considerably one of the largest cities in Mindanao that serves as a major center for trade, culture, and education (Philippine Statistics Authority, 2025). This area under the Davao City Division that continuously supports the Senior High School Curriculum, which includes the Academic Track (Department of Education–Davao City Division, 2022). The research locale was selected as it offered the Academic Track and include SHS teachers who taught academic writing related courses such as English for Academic and Professional Purposes (EAPP), Reading and Writing Skills, and Practical Research. These subject core areas were aligned for exploring the experiences of teachers in teaching academic writing.

2.3 Sample and Sampling Technique

The study involved 15-20 SHS English educators to ensure validity and credibility of the data collected. The chosen participants were among those who teaches academic writing-related courses specifically English for Academic Purposes (EAPP), Reading and Writing Skills, and Practical Research. The selected participants were SHS English teachers from a private school who were willing to freely express their perceptions and had at least obtained 2-6 years of teaching experience.

Purposive sampling was utilized to deliberately choose SHS English teachers who possessed insightful information about teaching academic writing. Purposive sampling is a non-probability sampling technique where researchers deliberately choose participants based on a specific trait, expertise, and knowledgeable that are pertinent to the study (Campbell et al., 2020). This sampling technique was suitable for this study as teachers who fit the requirements could provide authentic and reflective accounts of their experiences.

2.4 Data Gathering Technique

The data were collected through Focus Group Discussions (FGDs). FGD is a methodical way to gather perspectives on a particular topic of interest in a safe and stimulating environment that promotes engagement among the respondents (Kruegar & Casey, 2021).

An interview guide was also utilized during the conduct of data collection. An interview guide is a qualitative research tool that includes on posing specific questions in order to obtain in-depth information from the respondents (Creswell & Poth, 2024). The interviews were conducted face-to-face to encourage direct involvement and allow the researchers to secure detailed and sincere responses from the participants (Lobe & Hoffman, 2020). Five participants participated in the three sets of Focus Group Discussions (FGD) to deliberately discuss and elaborate on their perceptions. The information collected from the FGDs were transcribed imperatively and were recorded adhering to the permission from the participants involved.

2.5 Data Analysis Technique

In this study, thematic analysis was utilized as the primary technique to interpret the qualitative data gathered from the semi-structured interviews. Thematic analysis serves as a salient technique in qualitative research, allowing to identify, analyze, and record recurring themes and patterns in the given data (Braun & Clarke, 2006). Using thematic analysis, it enables a thorough and in-depth comprehension of the participants' perceptions (Caulfield & Hill, 2024).

In order to thoroughly examine the information and comprehend the participants' responses. The transcripts were read and scrutinized several times. The themes were refined and confirmed using the raw data to guarantee that these were accurately represent the viewpoints and experiences of the participants.

2.6 Trustworthiness of the Study

In this study, trustworthiness was established to guarantee credibility, dependability, and confirmability of my qualitative results. Variety of data sources were used for triangulation and member checking to ensure accuracy of the interpretations. On the other hand, transferability by giving thorough and evocative descriptions of the participants. Also, confirmability was reinforced through using reflective notes to ensure that the results were honestly based on the narratives of the participants rather than my personal prejudices. This ethical integrity established to accurately reflect the experiences of SHS English teachers in teaching academic writing. Lastly, ethical approval was obtained from the Society for Moral Integrity and Legal Ethics (SMILE) to ensure that all procedures adhered ethical research guidelines.

3. Results

This chapter presented the findings of the study along with the modified research paradigm.

3.1 Manifestations of Autonomy in Teaching Academic Writing

As I listened intently to the voices of the participants, it struck me as I saw the sense dedication and sincerity as they described their autonomy in teaching academic writing specifically in modifying strategies in accordance with the students' writing demands and learning pace.

One participated implied:

I decide on strategies, materials, and activities by first considering my students' language proficiency, academic needs, and learning context. (FGD-P1, Lines 1-3)

Participant highlighted the essence of flexibility in lesson implementation and pacing:

I always make sure that my strategies are aligned to the students' need. If there's a need to adjust with the pacing of the lesson, I am going to adjust so that we can meet half way. (FGD-P3, Lines 1-3)

Similarly, participant pointed out:

I feel independent when I modify my lessons based on students' responses during class. If students show difficulty in organizing ideas or forming thesis statements, I immediately adjust my activities. (FGD-P5, Lines 13-15)

One participant also emphasized that:

Even though I need to follow the prescribed competencies and materials when teaching students, I am still given the freedom and autonomy to adjust my lessons and methods in class according to the needs of my students. (FGD- P2, Lines 8-11)

Other participants added that:

When I see that the prescribed materials are not efficient and not helping the students in any sense, then I decide to design my own. (FGD-P4, Lines 8-11)

Another participant conveyed:

In terms of the activities, I have the will to create them on my own as long as they relate to the lesson. I believe it's important that the person who teaches the lesson has a part in making it. (FGD-P6, Lines 6-9)

Another participant's account showed that:

But sometimes I design my own materials if I think the students need to be more engaged in my classes. (FGD-P7, Lines 7-8)

A participant freely implied:

My vision as an English teacher is reflected in the way I respond to challenges in teaching academic writing through... Contextualizing the designed lessons and planned activities. (FGD-P9, Lines 18-20)

Another educator stated:

If I observe that they are still struggling, I teach the concepts again in a simple way to ensure that they are able to grasp the skills and knowledge they need to manifest. (FGD-P2, Lines 13-15)

One participant articulated:

The institution's role in granting teachers the freedom to exercise professional decision in selecting approaches, structuring lessons, and managing classroom interactions makes the task of teaching academic writing... more manageable, effective, and professionally feasible. (FGD-P12, Lines 8-12)

Another educator emphasized:

I am actually free to craft, modify and design my own teaching methods, aside from the prescribed ones, given also that our school is a special school. (FGD-P10, Lines 5-7)

Reflecting on the interview process, I noticed that the participants face showed how eager they are when discussing autonomy. Some of them smiled while others paused thoughtfully and created a firm hand gesture as how they described their autonomy in teaching academic writing. Their answers clearly demonstrated the importance of responsiveness, flexibility and the instructional autonomy in the classroom. These findings emphasized the close relationship between the autonomy of the teachers and their capacity to utilized professional judgment and effective pedagogy in which led to the manifestations of competence in teaching academic writing.

3.2 Manifestations of Competence in Teaching Academic Writing

I noticed how their responses tailored and showed competence in teaching academic writing as they highlighted the ability to streamline difficult ideas, modify teaching resources, and apply appropriate techniques that foster students' writing development and participation.

Strong proficiency in academic instruction was highlighted by the participant:

Teaching academic writing repeatedly help me understand students most common problems and improve my strategies over time. (FGD-P11, Lines 11-12)

A participant pointed out:

Since I spent almost three years in teaching, I somewhat observed what are the needs of the students and what are the strategies that will help them learn. (FGD-15, Lines 1-3)

Another participant expressed:

It helped me to become humble. Being a SHS teacher is a bit challenging...It humbled me in a way that I need to adjust my expectations. (FGD-P3, Lines 13-15)

A participant openly articulated:

My experiences as an SHS teacher did not just help me craft and plan the best strategies... but also challenged me to be a better writing teacher. (FGD-P10, Lines 9-11)

One participant pinpointed:

My experiences as a senior high school teacher and a junior high school teacher have enriched my understanding of academic writing, as I am continually exposed or engaged to lessons that require students to explore diverse [thought] through writing. (FGD-P12, Lines 17-20)

Similarly, participant emphasized:

My experiences as a SHS teacher contribute to the development of my competence... through finding myself capable in teaching the lessons after reading a lot of reading materials. (FGD-P9, Lines 15-17)

Another participant said that:

Through professional exchanges with colleagues in the same field, I have adopted strategies that they have tested and found effective in their own classrooms. (FGD-P12, Lines 6-8)

One participant articulated that:

I made my doubt and overthinking into a motivation to accept the challenge, study further, and ask help if needed for me to become a confident and equipped teacher. (FGD-P15, Lines 10-12)

As I recalled the discussion, I noticed that some of the participants become more serious as shown in their facial expression when talking about their competence in teaching academic writing. Their voices become firmer tone and monotone. When discussing their challenges, some spoke with assurance and were determined to enhance and learn more about teaching techniques that would hone their competence in teaching academic writing. Their tailored responses emphasize the value of lifelong learning and flexibility in fostering the students' writing development and involvement. These finding clearly showed that teachers' competence hones both the efficacy as educators and their ability to form deep relationships with students leading to the manifestations of relatedness in teaching academic writing.

3.3 Manifestations of Relatedness in Teaching Academic Writing

As I perceived in the responses of the participants, demonstrated a connection to teaching academic writing since they highlighted the importance of building rapport with students, their awareness of the challenges faced by the students, and efforts to create a more responsive and stimulating classroom climate that help to foster learners' development and involvement in writing.

One participant implied:

My experience with my supervisor... encourage me to create a positive, inclusive, and supportive learning environment where students are guided during writing tasks instead of pressuring them too much. (FGD-P2, Lines 18-20)

A participant revealed that:

By combining transparent assessment practices with empathy, open communication, and supportive feedback, I am able to uphold academic rigor while fostering trust, motivation, and a positive learning environment in the academic writing room. (FGD-P12, Lines 8-11)

Another participant remarked that:

I maintain meaningful connections with my students through listening to their responses. (FGD-P7, Lines 4-5)

One participant enunciated:

I start my class asking them how do they feel at the moment and allow them to internalize the lesson. This way it will allow me to extend the rapport and connection with the students. (FGD-P8, Lines 10-13)

Another participant asserted:

By catering their questions and clarifications every time they ask and approach... that will build a meaningful connection with the students. (FGD-P15, Lines 15-17)

A participant highlighted that:

Because of the rapport we had built, they felt comfortable asking for extra guidance, which allowed me to provide personalized feedback, suggest step-by-step revisions, and gradually help them develop a clearer structure. (FGD-P14, Lines 14-17)

Another participant exuded:

I observed that the students don't have a hard time to ask me questions about academic writing... since I already built an impression to them that I am approachable and I have willingness to guide them all the time. (FGD-P15, Lines 18-21)

A participant reflected:

As a teacher, I don't want my students to feel that there is favoritism because, personally, I don't want that either. Every time there is a writing activity, I make sure to prepare the rubrics as my basis. (FGD-P 6, Lines 5-8)

One participant thoughtfully emphasized:

By combining transparent assessment practices with empathy, open communication, and supportive feedback, I am able to uphold academic rigor while fostering trust, motivation, and a positive learning environment. (FGD-P12, Lines 8-11)

A participant pinpointed:

Every time there is a writing activity, I make sure to prepare the rubrics as my basis and add comments so that they know what to improve. (FGD-P6, Lines 5-9)

One participant revealed:

In building trust and connection with the students, the writing teacher should be consistent and honest in evaluating outputs. When they observe that we are not consistent and not being truthful in our feedback, they lose interest in the class. (FGD-P10, Lines 6-10)

Another participant emphasized:

I use strategies such as providing consistent, constructive feedback that highlights both strengths and areas for improvement... which helps them feel respected, valued, and motivated to engage in the writing process. (FGD-P14, Lines 9-12)

As I reflected on our conversations, I saw that some of them used firmed movements of the hands, soft smiles, and friendly conversations. These responses indicate that relatedness serve as a supportive factor in boosting student' confidence, encourages them to express their ideas in writing, and makes them feel valued during the writing process. Teachers demonstrating their strong commitment in building relationships, trust, and meaningful connection in the classroom help uplift students in writing and also to keep the teachers' motivated in teaching academic writing which leads to the manifestations of motivation and engagement in teaching academic writing.

3.4 Manifestations of Motivation and Engagement in Teaching Academic Writing

As I listened during the interview, one participant evidently expressed enthusiasm in terms of teachers' motivation and engagement in teaching academic writing, showing on how teachers demonstrate instructional dedication through continuous support, constructive feedbacking, and students-focused writing tasks that exhibit teachers' professional commitment in the teaching process.

A participant stated:

I have this hope in my heart that one day the learners will improve their writing skills and comprehension. This vision helped me to overcome some of the challenges... (FGD-P3, Lines 11-13)

Another participant said:

It has been my goal that students would love learning English. That is why in my classes, I strive to create an atmosphere where they feel challenged rather than pressured. (FGD-P10, Lines 14-16)

A participant accentuated:

However, as an English teacher, it is our main job to transform this challenge into a positive outlook and outlet for creative expressions. (FGD-P15, Lines 5-7)

A participant reiterated:

There was a time when students were asking for more examples and requesting an extension of class because they were enjoying the lesson. This really motivated me... (FGD-P6, Lines 3-5)

A participant implied:

My motivation comes from small successes, student development, and my commitment to helping students become better/expert writers. (FGD-P11, Lines 6-8)

Another participant inferred:

My motivation is sustained by seeing students' progress in their writing, even in small improvements, and by knowing that my guidance helps them complete meaningful research work. (FGD-P14, Lines 9-12)

A participant shared that:

My vision as an English teacher is to help my students become confident in speaking and writing English... (FGD-P7, Lines 4-6)

A participant openly expressed:

On an intrinsic level, I have always been driven by a personal commitment to equip students with essential academic writing skills. (FGD-P12, Lines 14-16)

Another participant implied:

However, as an English teacher, it is our main job to transform this challenge into a positive outlook and outlet for creative expressions. (FGD-P15, Lines 5-7)

A participant conveyed that:

Affirmation from people helps a lot in knowing my progress as an educator. It helps me gauge if I am doing it properly. (FGD-P10, Lines 7-9)

One participant expounded that:

For me, the social recognition and validation I received from colleagues, supervisors, and students positively affect my motivation by affirming that my efforts... are meaningful and effective. (FGD-P14, Lines 14)

Reflecting on our conversations, I perceived through the participants' expressions, tone and overall behavior during the conversation were apparent when talking about motivation and engagement in teaching academic writing. A few of them smiled when they recall pleasant moments, nodded to emphasize important aspects, and utilized soft hand gestures. Also, some of the voices become solemn as few of them recounts their experiences when their motivation in teaching academic writing was being challenged. These findings imply that teachers' motivation and engagement are shaped by a dynamic interplay of their own goals, classroom experiences, and professional validation.

3.5 Summary of Findings

1. The autonomy in teaching academic writing was manifested through teachers' ability to adjust lesson flow flexibly, design and modify lessons, adapt instruction to students' writing needs, and exercise freedom in strategy selection.
2. The competence in teaching academic writing was manifested through teachers' experience-based strategies, simplification of complex writing concepts, professional reflection for improvement, collaboration with colleagues, and adaptability and teaching effectiveness.
3. The relatedness in teaching academic writing was manifested through teachers' ability in supportive teacher-student relationships, open communication and rapport, teacher responsiveness, constructive feedback, and student motivation and sense of value.
4. The motivation and engagement in teaching academic writing were manifested through teachers' commitment to students' writing development, meaningful learning experiences, encouragement of creative expression, teacher enthusiasm, and social affirmation.

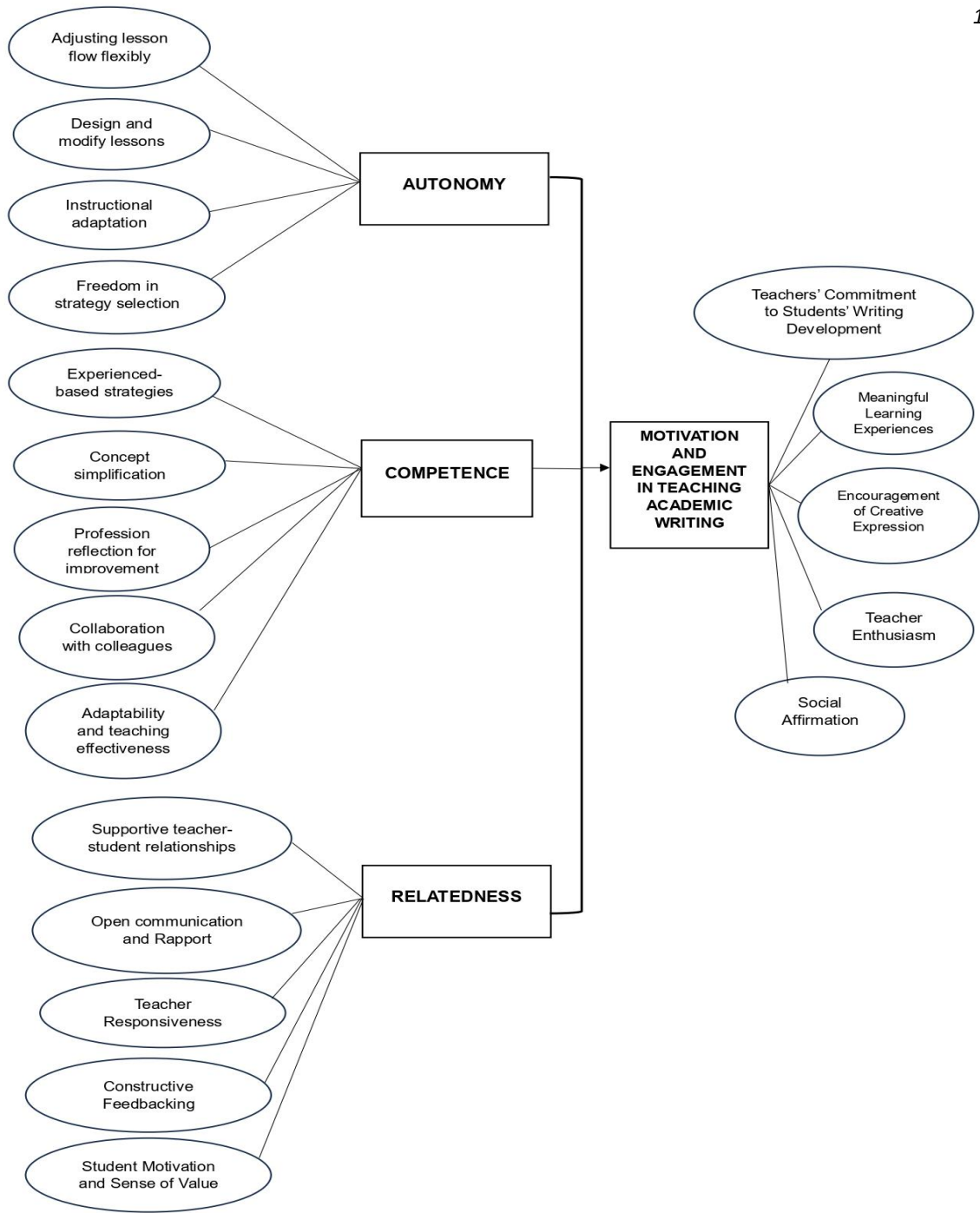


Figure 2. Modified Conceptual Paradigm

4. Discussion

In this chapter, it presented the discussion of the findings of the study, implications for practice, and future direction of the study.

4.1 Autonomy as a Compass and Framework

Reflecting with my study participants, this revealed that the autonomy in teaching academic writing is manifested through teachers' ability to adjust lessons flexibly, design and modify lessons, adapt instruction to students' writing needs, and exercise freedom in strategy selection.

My findings support the idea of Zhang and Hyland (2023), who asserted that teachers demonstrate professional autonomy by adjusting teaching methods to cater to the varied student writing skills, emphasizing that adaptability is essential for effective writing instruction. Similarly, Borg and Alshumaemeri (2024) pointed out that teachers exhibit autonomy in the classroom through adaptable lesson planning, tailored instructional modifications, and self-directed choice of teaching methods, allowing them to effectively address writing difficulties and hone learning outcomes. Furthermore, this is evident in my findings as it emphasized the assertion that autonomy is strategically employed with instructional guidance, ensuring that academic writing remains attainable and prominent in spite of the varied needs of learners.

Conversely, my findings contradict the assertion of Nihayah et al. (2023), who highlight that although curriculum reforms advocate for teacher autonomy, the real application in classroom teaching is frequently shaped by institutional policies and curriculum frameworks, and institutional policies that continue to guide and structure teachers' decisions regarding lesson crafting, strategy selection, and instructional execution. While the assertion claims that institutional policies and curriculum frameworks often limit teacher autonomy in instructional methods, the teachers, as my participants in the study, articulated that autonomy in teaching academic writing was apparent. In a practical sense, autonomy is shown through their capacity to flexibly adjust the pace of lessons, modify or design lessons suitable for teaching methods that enable them to proactively tailor instruction that helps in students' academic writing growth.

4.2 Competence as a Link and Guiding Light

The narratives recounted by the participants helped me to comprehend that the competence in teaching academic writing is manifested through teachers' experience-based strategies, simplification of complex writing concepts, professional reflection for improvement, collaboration with colleagues, and adaptability and teaching effectiveness.

The findings of the study corroborate the assertion of Yu et al. (2024) that teamwork, reflection, and progressive improvement of teaching methods hone teachers' competence in teaching academic writing. Proficient academic writing teachers develop competence as well through engaging in a reflective teaching and collaborative process that reinforces student learning outcomes. Likewise, Zhang et al. (2024) emphasized that teachers' competency in teaching academic writing is greatly honed through collegial collaboration and reflective analysis of teaching methods teachers greatly harness their instructional competence and heighten the efficacy of the writing instruction. Moreover, this is discernible in the findings of my study, as competence among teachers is exhibited through incorporating adaptable pedagogies and continuing professional improvement.

On the other hand, the findings contradict the idea that Virman (2024) argued that inadequate professional preparation, training, and limited institutional support are factors that impede the teachers' competence in teaching academic writing. As opposed, the teachers in teaching academic writing in my study described competence as manifested through teachers' experience-based strategies and being adaptive in terms of teaching efficacy. Also, the findings strengthened the claim that competence is not just an instructional target but a concrete outcome of flexible and student-driven learning, where the learning is attainable through the ongoing development of writing skills.

4.3 Relatedness as a Connection and Bond

The responses shared by the participants helped me to understand that relatedness in teaching academic writing is manifested through teachers' ability in supportive teacher-student relationships, open communication and rapport, teacher responsiveness, constructive feedback, and students' motivation and sense of value.

The findings substantiate the notion of Liu (2024), highlighting that supportive connections between positive communication and teacher responsiveness greatly boost the relational connection in the academic engagement of the students. Similarly, Akram and Li (2024) pinpointed that students obtain a higher sense of belonging when they experience a positive rapport and meaningful communication that hones their overall learning outcomes. This is evident in my findings as it affirms that relatedness is an effective approach to stimulate an engaging classroom climate and foster student-centered teaching to facilitate learners in their difficulties in writing.

Conversely, the findings challenge the assertion of Carmona-Halty et al. (2024) that supportive relationships, communication, and rapport do not guarantee stimulating learning engagement that reinforces relatedness as a direct manifestation of efficient teaching of academic writing. Contrary to this notion, the participants in my study revealed that the relatedness in teaching academic writing is manifested through creating a supportive teacher-student relationship, rapport, and sense of value that optimizes both teacher and student learning engagement in the academic writing instruction.

4.4 Motivation and Engagement as Drive and Purpose

The statements expressed by the participants led me to realize that motivation and engagement in teaching academic writing are manifested through teachers' commitment to students' writing development, meaningful learning experiences, encouragement of creative expression, teacher enthusiasm, and social affirmation.

The results support the assertion of Rahimi (2024) that motivational teaching strategies and relevant learning experiences greatly improve students' involvement and participation in writing tasks. Likewise, Wang and Troia (2023) pinpointed that the teacher passion, effective teaching methods, and encouraging learning climates are salient for enhancing students' motivation and engagement in writing. This is evident in my findings as it demonstrates that motivation and engagement are vital elements for effective academic writing instruction that allow educators to stimulate students, encourage creative expression, and reinforce learners' interest in enhancing their writing abilities.

In contrast, the findings contradict to the assertion of Howard et al. (2024) emphasized that student engagement and teacher motivation in teaching is solely driven by self-determined motivation and internal

psychological factors. Contrary to this claim, the participants in my study highlighted that motivation and engagement in academic writing are significantly influenced through teacher-related factors such as teachers' commitment to students' writing development, meaningful learning experiences, encouragement of creative expression, teacher enthusiasm, and social affirmation. These findings indicate that although internal motivation is important, teachers are crucial in fostering and reinforcing students' involvement in academic writing through encouragement and stimulating pedagogical techniques.

Implications of Practice

Upon reflecting on the findings of this study, English teachers in teaching academic writing may focus on strengthening classroom practices in terms of autonomy, competence, relatedness, and motivation and engagement. Employing differentiated instruction to address diverse learner needs ensuring that students foster stronger academic writing skills and confidence in expressing their ideas.

Moreover, educational practitioners may involve strengthening institutional support systems that enhance both teaching quality and learner outcomes. Also, they may improve by providing continuous professional development programs focused on innovative academic writing pedagogy, assessment strategies, and technology integration.

Future Direction of the Study

Future studies may employ more advanced quantitative approaches such as multiple regression analysis to examine the predictive relationships among teacher autonomy, instructional competence, relatedness, and motivation in influencing teaching effectiveness in academic writing. This may provide stronger empirical evidence on how these psychological constructs interact in real classroom contexts.

Additionally, future studies may utilize Exploratory Factor Analysis (EFA) to develop survey questionnaires for autonomy, competence, relatedness, and motivation and engagement in teaching academic writing. This may serve as a foundation for developing validated survey instruments that can later be confirmed through confirmatory factor analysis to ensure the reliability and structural soundness of the emerging framework on academic writing instruction.

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