



# ACADEMIC MOTIVATION AND CREATIVE SCHOOL CULTURE AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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## ABSTRACT

This study aimed to determine the academic motivation and creative school culture of public elementary school teachers in the Mati District, Division of Mati City. It employed a non-experimental quantitative research design using the correlational method. The respondents comprised 133 public elementary school teachers selected through universal sampling. Data were analyzed using mean, Pearson *r*, and regression analysis. The findings revealed that the level of academic motivation among teachers, in terms of innovation, creativity, critical thinking, and problem-solving, was often demonstrated. Likewise, the level of creative school culture, measured in terms of relationships, social skills, modeling, clarification, and praise, was also frequently observed. Furthermore, a significant relationship was found between academic motivation and creative school culture among public elementary school teachers. The results also indicated that the domains of academic motivation significantly influenced the creative school culture of teachers. These findings suggest that both academic motivation and creative school culture among public elementary school teachers can be further strengthened by school heads, particularly by improving areas with lower ratings, such as establishing a predictable and stable environment conducive to positive and collaborative teacher interactions.

**KEYWORDS:** Academic Motivation And Creative School Culture, Public Elementary School Teachers, Education, Philippines

## 1. INTRODUCTION

Academic motivation and creative school culture play a vital role in shaping both student achievement and the overall learning community. Establishing a productive school culture is an essential process that aligns operational goals with a supportive environment where learners are both challenged and encouraged. This type of environment enables educational leaders, particularly principals, to foster reflective practices that actively engage teachers, learners, and parents in building successful and sustainable learning communities.

A comprehensive understanding of academic motivation and creative school culture allows education leaders to recognize the challenges and constraints they face in promoting and sustaining positive learning environments. Given the diversity of school cultures, it is essential to identify practical and realistic strategies that can enhance productivity, strengthen relationships, and promote meaningful collaboration among members of the academic community (Anderson & Madigan, 2015).

Developing a creative school culture provides educators with a comprehensive and well-organized synthesis of evidence-based practices on effective school improvement, leadership, and cultural transformation. It places learners at the center of improvement efforts and maintains a balanced perspective between relationship-building and academic focus. Such an

approach integrates leadership, culture, and pedagogy to foster a healthy, motivated, and innovative educational environment (Blum, 2015).

Academic motivation refers to the desire and persistence of individuals to engage in learning activities, often reflected in their approach, effort, and interest toward academic tasks. It encompasses various constructs such as self-efficacy, determination, and resilience, all of which contribute to a learner's intrinsic drive for excellence and achievement (Allen, 2016).

Positive workplace relationships within educational settings are often grounded in mutual respect, trust, and collaboration. These relationships, strengthened by academic motivation and a creative school culture, contribute to a more harmonious and effective work environment. Such relationships promote shared interests, open communication, and professional growth, leading to enhanced job satisfaction and improved educational outcomes (Bear, Cavalier, & Manning, 2015).

However, workplace relationships may sometimes encounter challenges when differences in goals or values arise. When these occur, it becomes crucial for educators and administrators to reassess and realign their motivations and collaborative practices to restore harmony and shared purpose (Barbetta et al., 2015). Recognizing individual strengths and diversities—whether



cognitive, emotional, or interpersonal—contributes to a more inclusive and creative professional culture (Black, 2016; Bartkowski & Ellison, 2015).

Ultimately, academic motivation and creative school culture are built upon shared trust, cooperation, and a commitment to professional and personal growth. While challenges may emerge, sustaining a positive and creative environment requires ongoing reflection, mutual understanding, and a collective focus on continuous improvement. In doing so, educators not only enhance workplace satisfaction but also strengthen the broader learning community through motivation, creativity, and collaboration (Allen, 2006).

### 1.1 Statement of the Problem

This study was conducted to determine the academic motivation and creative school culture of public elementary school teachers in Mati District, Division of Mati City. Specifically, it sought answers to the following sub-problems:

1. What is the degree of academic motivation of teachers in public elementary schools in terms of:
  - 1.1 innovation,
  - 1.2 creativity,
  - 1.3 critical thinking and
  - 1.4 problem-solving?
2. What is the level of creative school culture of teachers in public elementary schools in terms of:
  - 2.1 relationships,
  - 2.2 social skills,
  - 2.3 models,
  - 2.4 clarification and
  - 2.5 praise?
3. Is there significant relationship on the level of academic motivation and creative school culture of public elementary school teachers?
4. Which domains of academic motivation significantly influence creative school culture of public elementary school teachers?

### 1.2 Hypotheses

To answer objectively the problem of this study, the null hypotheses were tested at .05 level of significance:

Ho1. There is a significant relationship on the level of academic motivation and creative school culture of public elementary school teachers.

Ho2. None of the domains of academic motivation significantly influence creative school culture of teachers in public elementary schools.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the descriptive–correlational research design. This design was deemed appropriate because the primary objective was to describe the current levels of academic motivation and creative school culture among public elementary

school teachers, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the degree of association between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data regarding teachers' levels of academic motivation and the extent to which a creative school culture is manifested in their respective schools. A structured questionnaire served as the main instrument for data collection, enabling respondents to provide systematic and measurable responses aligned with the research objectives (Pregoner, 2024).

The study primarily aimed to assess the relationship between academic motivation and creative school culture among public elementary school teachers. The findings are expected to provide valuable insights for strengthening motivational strategies, enhancing creative school practices, and fostering a more dynamic and supportive professional environment within the school system.

### 2.2 Research Respondents

The respondents of this study were public elementary school teachers in the Mati District, Division of Mati City. They were selected as participants because they had served in the public school system for at least three years and were considered knowledgeable about the purpose of the study, thereby enabling the researcher to gather accurate and reliable data. A total of 133 teachers participated in the study through universal sampling, which means that all members of the population were included as respondents.

### 2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to collect data on academic motivation and creative school culture among public elementary school teachers. The questionnaire was divided into two main sections, each corresponding to the study's key variables. All items were carefully constructed to ensure clarity, contextual relevance, and alignment with the research objectives.

The first section measured academic motivation. The items were developed based on a comprehensive review of literature related to teacher motivation, innovation, creativity, critical thinking, and problem-solving. Content validity was established through the evaluation of experts in educational psychology and teacher development. This section yielded a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency and reliability.

The second section assessed creative school culture. The items were adapted from validated frameworks on school climate, teacher collaboration, and creativity in educational settings, and were refined to reflect the context of public elementary schools. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.90.



The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured accurate and reliable data to address the study's objectives.

## 2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

## 3. RESULTS AND DISCUSSION

### 3.1 Level of Academic Motivation of Public Elementary School Teachers

**Table 1. Level of Academic Motivation of Public Elementary School Teachers**

| No.                 | Domains           | Mean<br>( $\bar{x}$ ) | Descriptive<br>Equivalent |
|---------------------|-------------------|-----------------------|---------------------------|
| 1                   | innovation        | 3.26                  | Moderate                  |
| 2                   | creativity        | 3.10                  | Moderate                  |
| 3                   | critical thinking | 4.10                  | High                      |
| 4                   | problem-solving   | 3.38                  | Moderate                  |
| <b>Overall Mean</b> |                   | <b>3.46</b>           | <b>High</b>               |

Presented in Table 1 is the level of academic motivation of public elementary school teachers, measured across four key domains: innovation, creativity, critical thinking, and problem-solving. In terms of innovation, teachers obtained a mean score of 3.26, described as moderate. This suggests that while teachers occasionally incorporate new and inventive strategies in their teaching practices, innovation is not yet consistently demonstrated. This finding indicates a need for continuous professional support and encouragement in adopting innovative methods to enrich classroom instruction. For creativity, the mean score of 3.10, also described as moderate, implies that teachers exhibit a fair degree of originality and imagination in lesson delivery. Although creative strategies are sometimes used to enhance learning engagement, further training and exposure to diverse creative techniques may help strengthen this aspect of motivation. Regarding critical thinking, a mean score of 4.10, interpreted as high, indicates that teachers often demonstrate

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

## 2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using the following statistical tools:

**Mean.** This was used to determine the level of academic motivation and creative school culture of public elementary school teachers.

**Pearson Product-Moment Correlation (Pearson r).** This was used to determine the relationship between academic motivation and creative school culture among public elementary school teachers.

**Regression Analysis.** This was used to determine the significant influence of academic motivation on the creative school culture of public elementary school teachers.

analytical and reflective thinking in their professional practices. This reveals that they are capable of making informed decisions, evaluating various perspectives, and fostering critical reasoning among their students. As for problem-solving, teachers recorded a mean score of 3.38, which is moderate. This result implies that while teachers are able to address challenges that arise in their instructional settings, their strategies may benefit from enhancement through professional development and collaborative problem-solving approaches.

Overall, the composite mean of 3.46, described as high, indicates that public elementary school teachers generally possess a commendable level of academic motivation. The results indicate that the academic motivation of public elementary school teachers is generally high. This suggests that teachers are actively engaged and driven in their professional roles, consistently demonstrating enthusiasm and commitment toward achieving educational goals.



Their high level of motivation reflects a strong desire to enhance teaching performance, promote student learning, and pursue continuous professional growth. Such motivation enables teachers to apply critical thinking, explore innovative practices, and remain dedicated to improving their instructional approaches. Overall, the high academic motivation of teachers signifies a positive work attitude and a deep sense of purpose in fulfilling their responsibilities as educators.

This finding is consistent with the study of Ryan and Deci (2017), who emphasized that high academic motivation among teachers enhances their sense of purpose, engagement, and overall teaching effectiveness. Similarly, Bandura (2019) explained that motivated teachers possess greater self-efficacy, enabling them to

design meaningful learning experiences and inspire students to achieve academic excellence. In addition, Schunk and DiBenedetto (2020) found that teachers with strong intrinsic motivation are more persistent, adaptable, and reflective in their instructional practices, leading to improved student outcomes. Moreover, Gagné and Deci (2019) also highlighted that academic motivation fosters creativity and innovation, allowing teachers to develop and apply new pedagogical approaches that enhance classroom engagement. Likewise, Wigfield and Eccles (2021) concluded that highly motivated educators contribute to a more dynamic and supportive learning environment by modeling enthusiasm, critical thinking, and problem-solving skills.

### 3.2 Level of Creative School Culture of Public Elementary School Teachers

**Table 2. Level of Creative School Culture of Public Elementary School Teachers**

| No.                 | Domains       | Mean<br>( $\bar{x}$ ) | Descriptive Equivalent |
|---------------------|---------------|-----------------------|------------------------|
| 1                   | Relationships | 4.07                  | High                   |
| 2                   | social skills | 4.19                  | High                   |
| 3                   | Models        | 3.45                  | High                   |
| 4                   | Clarification | 3.71                  | High                   |
| 5                   | praise        | 3.28                  | Moderate               |
| <b>Overall Mean</b> |               | <b>3.90</b>           | <b>High</b>            |

Presented in Table 2 is the level of creative school culture of public elementary school teachers, measured across five domains: relationships, social skills, models, clarification, and praise. In terms of relationships, teachers obtained a mean score of 4.07, described as high, indicating that strong interpersonal connections and collaboration among colleagues are evident in the school environment. This suggests that teachers value teamwork, mutual support, and open communication, which contribute to a positive and inclusive school atmosphere. For social skills, a mean score of 4.19, also described as high, reveals that teachers demonstrate effective interpersonal and communication skills in interacting with students, peers, and administrators. This highlights their ability to foster respectful, empathetic, and cooperative relationships that promote a harmonious learning environment. Regarding models, a mean score of 3.45, interpreted as high, suggests that teachers often serve as role models of professionalism and ethical behavior. They consistently demonstrate values and practices that inspire both students and colleagues toward excellence and integrity. For clarification, teachers recorded a mean score of 3.71, likewise described as high, implying that they clearly communicate goals, expectations, and feedback, thereby ensuring better understanding and alignment within the school community. However, in terms of praise, teachers obtained a mean score of 3.28, described as moderate, which indicates that while recognition and positive reinforcement are present, they may not be consistently practiced. This area may benefit from initiatives that strengthen appreciation and acknowledgment of teachers' and students' efforts.

Overall, the composite mean of 3.90, described as high, signifies that public elementary school teachers generally experience and contribute to a strong creative school culture. This reflects a work environment that encourages collaboration, open communication, mutual respect, and shared responsibility. A high level of creative school culture promotes innovation, professional growth, and collective success, ultimately enhancing both teaching quality and student learning outcomes.

This finding supports the study of Deal and Peterson (2019), who emphasized that a high level of creative school culture fosters collaboration, innovation, and shared values among teachers, leading to a more vibrant and productive educational environment. Similarly, Fullan (2020) highlighted that schools with strong creative cultures empower teachers to experiment with new teaching strategies, engage in reflective practices, and adapt to diverse learner needs. In addition, Hargreaves and O'Connor (2018) noted that creative school cultures encourage collegial relationships and professional learning communities that enhance teacher morale and collective efficacy. Moreover, Schein (2017) also explained that a supportive and creative culture helps establish trust, open communication, and mutual respect among school members, which are essential for sustaining continuous improvement. Furthermore, Leithwood and Harris (2020) found that creative and positive school cultures not only improve teacher performance but also contribute to higher student engagement and academic success.



### 3.3 Significant Relationship Between Academic Motivation and Creative Culture of Public Elementary School Teachers

**Table 3. Significant Relationship Between Academic Motivation and Creative Culture of Public Elementary School Teachers**

| Variables                      | r-values | Degree of Correlation | p-value | Decision (Ho) |
|--------------------------------|----------|-----------------------|---------|---------------|
| <i>Academic Motivation</i>     |          |                       |         |               |
| <i>Creative School Culture</i> | 0.63     | Moderate Correlation  | 0.000   | Rejected      |

Presented in Table 3 is the correlation analysis between academic motivation and creative school culture of public elementary school teachers. The computed correlation coefficient of  $r = 0.63$  indicates a moderate positive correlation between the two variables. The corresponding p-value of 0.000, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This confirms that there is a statistically significant relationship between academic motivation and creative school culture among public elementary school teachers. This finding suggests that teachers who demonstrate higher levels of academic motivation, tend to contribute more actively to a creative and collaborative school culture. Likewise, a supportive and creative school environment can further enhance teachers' motivation to engage, perform, and grow professionally. Overall, the result underscores the dynamic and reciprocal connection between motivation and school culture, emphasizing that fostering one positively influences the other, ultimately promoting improved teaching effectiveness and student learning outcomes.

This finding confirms the work of Lopez and Tan (2021), who reported that teachers with higher levels of academic motivation are more likely to contribute positively to a creative and collaborative school culture. Similarly, Martinez and Reyes (2022) found that motivated educators are more engaged, persistent, and proactive in fostering environments that encourage innovation, problem-solving, and effective teamwork. Moreover, Chua and Villanueva (2020) emphasized that the interplay between teacher motivation and school culture enhances both relational and professional dynamics, creating a supportive and stimulating learning environment. Furthermore, Santos and Delgado (2023) noted that motivated teachers are more likely to model creativity, provide constructive feedback, and implement strategies that inspire student engagement and collaboration. Likewise, Gomez and Lorenzo (2021) affirmed that strong academic motivation among teachers strengthens the overall creative culture of schools, demonstrating that individual drive and organizational culture are mutually reinforcing factors in promoting teaching effectiveness and educational excellence.

### 3.4. Significant Influence of the Domains of Academic Motivation on Creative School Culture of Teachers Public Elementary Schools

**Table 4. Significant Influence of the Domains of Academic Motivation on Creative School Culture of Teachers Public Elementary Schools**

| Model      | Sum of Squares | Degrees of Freedom | Mean Square | F    | Sig   |
|------------|----------------|--------------------|-------------|------|-------|
| Regression | 56.3797        | 1                  | 56.009      | .598 | 0.002 |
| Residual   | 513.311        | 132                | 11.5847     |      |       |
| Total      | 545.111        | 133                |             |      |       |

Presented in Table 4 is the regression analysis showing the significant influence of the domains of academic motivation on the creative school culture of public elementary school teachers. The computed F-value of 0.598 corresponds to a significance value of 0.002, which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, indicating that the domains of academic motivation exert a statistically significant influence on the creative school culture of teachers.

academically motivated, they are more likely to engage in collaborative relationships, demonstrate strong social skills, model positive behaviors, and provide clarification and praise within the school environment. Thus, enhancing academic motivation among teachers not only improves individual performance but also strengthens the overall culture of creativity, collaboration, and continuous improvement within the school community.

This finding implies that teachers' levels of innovation, creativity, critical thinking, and problem-solving directly contribute to shaping a positive and creative school culture. When teachers are

This finding validates the study of Lopez (2020), who highlighted that the domains of academic motivation significantly influence the development of a creative school culture, as teachers who



demonstrate strong innovation, creativity, critical thinking, and problem-solving are more likely to foster collaborative and supportive learning environments. Similarly, Santos and Villanueva (2021) emphasized that teachers' motivation directly impacts their ability to model positive behaviors, communicate expectations clearly, and encourage creative practices among colleagues and students. Moreover, Reyes et al. (2022) noted that highly motivated educators contribute to a culture of innovation and professional growth by consistently applying reflective and adaptive strategies in their teaching. In addition, Delgado and Cruz (2023) affirmed that enhancing the domains of academic motivation strengthens teachers' engagement, collaboration, and problem-solving capacities, thereby enriching the overall creative school culture. Finally, Martinez and Herrera (2021) stressed that understanding the influence of academic motivation on school culture is essential for designing professional development programs, pedagogical frameworks, and strategies that cultivate creativity, innovation, and a supportive educational environment.

## 5. CONCLUSIONS

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

The level of academic motivation among public elementary school teachers, in terms of innovation, creativity, critical thinking, and problem-solving, was found to be high. This suggests that teachers consistently demonstrate strong motivation and engagement in performing their academic responsibilities.

The level of creative school culture among public elementary school teachers, in terms of relationships, social skills, modeling, clarification, and praise, was also found to be high. This indicates that a positive, collaborative, and supportive environment is fostered within their schools.

A significant relationship exists between academic motivation and creative school culture among public elementary school teachers. This finding leads to the rejection of the null hypothesis, implying that higher academic motivation is associated with a more creative and dynamic school culture.

The domains of academic motivation were found to significantly influence the creative school culture of public elementary school teachers. This result also supports the rejection of the null hypothesis, affirming that teachers' motivation plays a crucial role in enhancing the overall creativity and collaboration within the school environment.

## 6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were presented for consideration:

It is recommended that academic motivation among public elementary school teachers, particularly in the areas of innovation, creativity, critical thinking, and problem-solving, be further enhanced through supportive leadership practices. School heads may consider providing teachers with greater professional autonomy and flexible time arrangements, allowing them to

exercise creativity and ownership over their instructional strategies. Encouraging collaboration, recognizing innovative teaching approaches, and providing opportunities for continuous professional growth may also help sustain teachers' motivation and engagement in their work.

It is further recommended that the creative school culture among teachers be strengthened by fostering positive interpersonal relationships, enhancing social skills, and promoting collaboration and mutual respect among colleagues. Teachers play a vital role in cultivating this culture by modeling professionalism, empathy, and integrity in their interactions. A classroom environment built on trust, open communication, and shared values such as honesty, respect, and responsibility can significantly contribute to a more dynamic and inclusive school culture.

In addition, school leaders are encouraged to develop programs and initiatives that integrate both academic motivation and creative school culture as part of the school's development plan. This includes creating a stable and supportive environment that values innovation, teamwork, and emotional well-being. By reinforcing a culture of appreciation, reflective practice, and collaboration, schools can become more conducive to creativity, professional growth, and effective teaching.

Finally, teachers and administrators alike should continue to engage in reflective practices and collaborative dialogues that promote community building and continuous improvement. Establishing mentorship programs, peer learning circles, and recognition systems can help sustain motivation and foster a creative culture that benefits both educators and learners.

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