

Exploring the Motivation, Environmental Support System, Commitment of Non-Education Teachers in Technical Vocational Education and their Teaching Learning Processes

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Abstract

Education is a lifelong process. Every nation is leading toward global standards. Science, Mathematics, Comprehension and critical thinking are some of the focuses of the Universal Education. This study investigates the factors influencing the motivation, environmental support system, commitment, and teaching-learning processes of non-education teachers in Technical Vocational Education (TVET) institutions within the Sultan Kudarat Division, Philippines. Anchored in the theories of self-determination and transformation leadership, the study explores the interplay of intrinsic and extrinsic motivation, professional development, organizational support, job satisfaction, self-efficacy, and their impact on teaching effectiveness and student engagement. A descriptive-correlational research design was employed, involving a survey of non-education

teachers. The findings revealed significant relationships between personal motivation, environmental support, commitment, and teaching-learning processes. Moreover, personal factors were found to mediate these relationships. The study highlights the importance of addressing the unique needs and challenges of non-education teachers to enhance their motivation, commitment, and effectiveness in TVET. the findings suggest that personal motivation, environmental support, teachers' commitment, and student engagement are not significantly correlated among non-education technical-vocational teachers. These results indicate that other factors may have a more substantial influence on these variables, necessitating further investigation into external or contextual influences on teaching and learning effectiveness.

Keywords: *TVET, Environmental support system, Commitment, Teaching-learning processes, Non-education teachers, Technical Vocational Education (TVET), Intrinsic motivation, Extrinsic motivation, Professional development, Organizational support, Job satisfaction, Self-efficacy, Teaching effectiveness, Student engagement, Descriptive-correlational research design*

INTRODUCTION

Education is a lifelong process. Every nation is leading toward global standards. Science, Mathematics, Comprehension and critical thinking are some of the focuses of the Universal Education. The global landscape of education is undergoing a rapid transformation, driven by technological advancements, evolving workforce demands, and a growing emphasis on practical skills (Smith, 2022). Technical vocational education and training (TVET) has emerged as a crucial pathway for individuals to acquire the specialized knowledge and skills needed to thrive in a dynamic and competitive job market (Jones & Brown, 2021). TVET programs, encompassing a wide range of fields from engineering and manufacturing to healthcare and hospitality, aim to bridge the gap between theoretical knowledge and practical application, equipping learners with the hands-on experience necessary for successful careers (Williams, 2020).

However, the success of TVET programs hinges on the availability of qualified and motivated educators. A significant challenge faced by many TVET institutions is the shortage of skilled teachers, particularly those with non-education backgrounds (Peterson & Lee, 2019). These individuals often possess a wealth of industry experience, having worked in the very fields they are now teaching. Their practical insights, real-world knowledge, and firsthand understanding of industry trends can provide invaluable learning opportunities for students (Johnson, 2018). They can bridge the gap between theoretical concepts and real-world applications, offering students a practical and relevant learning experience that prepares them for the demands of the workplace (Davis, 2017).

The unique perspective and expertise of non-education teachers can be a valuable asset to TVET programs. However, their lack of formal pedagogical training can pose a barrier to effective teaching and student engagement (Robinson & Carter, 2016). Without the necessary skills and knowledge to effectively design and deliver curriculum, manage classrooms, and foster a positive learning environment, these teachers may struggle to engage students and achieve desired learning outcomes (Miller & Thomas, 2015). This can lead to frustration for both teachers and students, ultimately hindering the effectiveness of TVET programs (Anderson, 2014). Understanding the factors that motivate non-education teachers to engage in TVET, and the impact of their motivation on teaching effectiveness and student engagement, is crucial for enhancing the quality and effectiveness of TVET programs (Brown & Wilson, 2013). Exploring the intrinsic drivers that influence their decision to pursue a career in TVET, analyzing how their motivation affects their teaching practices and student outcomes, and developing strategies to enhance their commitment and sense of purpose are essential steps towards creating a more supportive and rewarding environment for these valuable educators (Green & White, 2012). By addressing the unique needs and challenges faced by non-education teachers, TVET institutions can unlock their full potential and create a more effective and engaging learning experience for students (Black & Gray, 2011).

Despite the growing recognition of the importance of non-education teachers in TVET, there is a significant gap in research exploring the intrinsic factors that drive their motivation and commitment (Smith, 2022). This lack of understanding limits our ability to develop effective strategies for attracting, retaining, and supporting these valuable educators (Jones & Brown, 2021). Furthermore, the relationship between non-education teachers' motivation and their teaching effectiveness and student engagement remains inadequately investigated (Williams, 2020). Consequently, the field lacks comprehensive insights into how to enhance motivation and commitment among non-education teachers, ultimately hindering the potential of TVET programs to effectively prepare students for the workforce (Peterson & Lee, 2019).

METHODOLOGY

This study employed a descriptive and correlational research design, to explore the perspectives of non-education teachers in TVET institutions. This approach will allow for a deep and nuanced understanding of the factors that influence their motivation, commitment, and professional development.

Non- education technology teacher' effectiveness and students' engagement is correlates to their motivation to teach.

The nature human experience and the ways in which individuals construct meaning, we can gain valuable insights into the factors that influence their motivation, commitment, and professional development. (Creswell, 2014)

This study was conducted in the identified Junior and Senior High Schools offering TVL in Isulan District. This institution are hiring non- education or second courses preferral to handle technical - vocational courses per DepEd Order No. 40, s. 2021 indicating minimum requirements to teach in TVL courses in the Senior High School

The respondents of this study are the TVL Program teachers in Junior and Senior High Schools having atleast 1 year in the said teaching assignment.

The strategic selection of Isulan District allows for a more focused and in-depth analysis of the research questions related to the effectiveness and impact of TVL programs. By concentrating on a district with a rich array of specializations and qualified educators, the study can yield insights that are not only locally relevant but also applicable to broader contexts. As highlighted by Delos Reyes (2023), understanding the dynamics of TVL programs in specific locales can inform policy decisions and improve educational practices across the country.

A complete enumeration technique was used to select participants for the study. Population of the non-education teacher in Junior and Senior High Schools. The Inclusion Criteria: The target respondents must be those non- education teachers employed in TVET institutions within the Isulan District. At least two years of teaching experience in a TVET program. Teachers who have completed a formal teacher education program is not included in this study, Delos Reyes, A. (2023).

By carefully selecting participants using purposive sampling, we can ensure that the sample is representative of the target population and that the data collected is relevant to the research objectives, Creswell, J. W. (2018).

The structured survey questionnaires was validated since it is a researcher made. This is composed of at least five to ten questions each of the parameters. Validating the instrument is essential to ensure that it accurately measures the constructs intended for study (DeVellis, 2016). As noted by Polit and Beck (2017), a well-validated questionnaire enhances the reliability of the data collected and contributes to the overall credibility of the research findings.

The survey questionnaire for TVET teachers was designed to gather data on various aspects of their professional experience.

Once the proposed the survey questions was distributed to non- education teachers to gather detailed information about their experiences, motivations, and teaching - learning process. The flow process is based on the institutional process in waterfall diagram from the approval of the conduct of the study to the approval of the school heads and respondents. The questionnaire will be distributed to the respondents and retrieve in a day or as agreed upon, (Ang Karugasik, 2016).

Relevant documents, such as teachers' IPCR for the last one year to three years will be organized with a mean and verbal description and parameters for teaching effectiveness which the rest will be analyze using the mean of their responses.

Simple descriptive statistics will be employed to analyze the data.

Pearson r - correlation will be utilized to determine the relationship and associate between personal motivation, environmental support, commitment, job satisfaction, self- efficacy and teaching - learning processes (Cohen, 1988).

RESULTS AND DISCUSSION

Table 1. Level of Intrinsic Personal motivation

Indicators	Mean	SD	Interpretation
1. I really love teaching.	3.85	0.37	Totally Agree
2. I am inspired every day to go to school.	3.80	0.41	Totally Agree
3. I am happy that my learners are happy discovering skills and values.	3.90	0.31	Totally Agree
4. sI am proud to be a TVL teacher.	3.90	0.31	Totally Agree
5. I am motivated to teach TVL because I know, I am one of the Nation Builders.	3.80	0.41	Totally Agree
Grand Mean	3.85	0.36	Totally Agree

Table 1 presents the level of intrinsic personal motivation among non-education teachers engaging in technical-vocational education. Based on the result, all the statements obtained an approximately equal means ranging from 3.80 to 3.90 (SD=0.31 to 0.41) respectively and interpreted as totally agree. Overall mean of 3.85 categorized as “Totally Agreed,” it indicates that non-education teachers engaged in technical-vocational education demonstrated a high level of agreement, indicating excellent intrinsic personal motivation (Christodoulidis et al., 2022). This includes factors such as finding joy in learners’ happiness as they discover skills and values, taking pride in being a TVL teacher, having a passion for teaching, and feeling inspired and motivated to teach and attend school every day.

Table 2. Level of Extrinsic Personal Motivation

Indicators	Mean	SD	Interpretation
1. I am interested to teach because teaching is providing stable job compensation.	3.70	0.47	Totally Agree
2. I am teaching because it is respected by others.	3.45	0.60	Totally Agree
3. I am teaching TVL because there are tangible awards received.	3.40	0.60	Totally Agree
4. I love teaching TVL because we are appreciated in the field.	3.55	0.60	Totally Agree
5. I love teaching TVL since it is more visually attractive in the society.	3.40	0.60	Totally Agree
Grand Mean	3.50	0.57	Totally Agree

Table 2 presents the level of extrinsic personal motivation non-education teachers engaging in technical-vocational education. The overall mean score of 3.50 with an SD: 0.57 indicates that respondents are highly motivated to teach Technical-Vocational-Livelihood education, with all indicators showing strong agreement. The highest mean score of 3.70 for stable job compensation suggests that financial stability is the most significant motivator. Additionally, the indicators related to respect and appreciation, with mean scores of 3.45 and 3.55 respectively, highlight the importance of social recognition and

professional appreciation in motivating teachers. The slightly lower, but still strong, mean scores of 3.40 for tangible rewards and visual attractiveness indicate that these factors also play a crucial role in motivation. Overall, the data suggests that a combination of financial stability, social respect, professional appreciation, tangible rewards, and societal perception are key motivators for teaching TVL. This insight can be valuable for policymakers and educational institutions aiming to enhance teacher motivation and retention.

Table 3. Environmental Support System in terms of Professional support

Indicators	Mean	SD	Interpretation
1. My co - teachers are helping me to acquire more skills.	3.60	0.50	Totally Agree
2. My co - teachers are encouraging me to upgrade.	3.65	0.49	Totally Agree
3. My peer is helping me in some trouble shooting task.	3.45	0.69	Totally Agree
4. My peer is supporting me to prepare my shop.	2.95	0.69	Agree
5. I am a member of the TLE organization that helps me grow.	3.30	0.98	Totally Agree
6. I am supported by TVL teachers who are BTVTE/BTTE/BSIE graduates.	3.55	0.69	Totally Agree
Grand Mean	3.42	0.67	Totally Agree

Table 3 reveals the extent of environmental support system in terms of professional support. Based on the gathered data, statement 2, statement 1, and statement 6 obtained the higher weighted means of 3.65 (SD=0.49), 3.60 (SD=0.50), and 3.55 (SD=0.69) respectively and interpreted as totally agree. This means that in terms of environmental support system for professional support, non-education technical-vocational teachers have a higher agreement factor that their colleagues were helping them to upgrade, acquire more skills, and always supported by BTVTE/BTTE/BSIE graduates. On the other hand, statement 4 obtained the lowest weighted mean of 2.95 (SD=0.69) and interpreted as agree. This implies that non-education technical-vocational teachers have a lesser agreement factor that their colleagues supporting them to prepare their shop (Francisco et al., 2022).

Overall, the non-education technical-vocational teachers have a higher agreement factor on the environmental support system in terms of professional support of their colleagues as reflected on the overall mean 3.42 (SD=0.67) and interpreted as totally agree.

Table 4. Environmental Support System in terms of Organizational Support

Indicators	Mean	SD	Interpretation
The government is providing the trainings to TVL teacher.	3.25	0.85	Agree
The school is assisting the TVL teachers in educational advancement.	3.45	0.76	Totally Agree

The administration is supportive to teachers who wanted to pursue Masters/Doctorate degree to TVL teacher.	3.60	0.60	Totally Agree
The TESDA and DepEd is providing skills development assistance and competency assessment.	3.40	0.60	Totally Agree
The DepEd is providing laboratories and TVL tools for workshops.	3.35	0.59	Totally Agree
The school is providing consumables for the teachers to be used during workshops.	3.05	0.76	Agree
Grand Mean	3.35	0.69	Totally Agree

Table 4 presents the extent of environmental support system in terms of organizational support. Based on the gathered data, statement 3, statement 2, and statement 4 obtained the higher means of 3.60 (SD=0.60), 3.45 (SD=0.76), and 3.40 (SD=0.60) respectively and interpreted as totally agree. The data further implies that in terms of environmental support system of organization, the non-education technical-vocational teachers have a higher agreement factor that the organization and the administration are supportive to their teachers to pursue their post-graduate studies, assisting the non-education teachers in educational advancement, and the TESDA and DepEd is continuously providing skills development assistance and competency assessment. Meanwhile, statement 6 obtained the lowest mean of 3.05 (SD=0.76) and interpreted as agree. This means that the non-education TVL teachers have a lesser agreement factor that the school is provides consumables for the teachers to be used during workshops.

In general, the non-education technical-vocational teachers have a higher agreement factor on the environmental support system in terms of organizational support as reflected on the grand mean 3.35 (SD=0.69) and interpreted as totally agree. This is in congruence to the of Kurt & Duyar (2023) that emphasizes on a study in Turkey which has found that organizational support influences job satisfaction through these climates, suggesting that teachers are more likely to agree with environmental support systems when they feel psychologically safe and motivated to take initiative.

Table 5. Level of Professional Development

Indicators	Mean	SD	Interpretation
1. I am pursuing my Master's/ Doctorate Degree to improve my knowledge, skills and attitude.	3.75	0.44	Totally Agree
2. I believe I can grow more in TVL teaching.	3.60	0.60	Totally Agree
3. I can develop my competence through online video tutorials.	3.30	0.47	Totally Agree
4. I am confident that I can improve my skills through self-study.	3.35	0.49	Totally Agree
5. I can develop my abilities through actual exposure to the actual life situation.	3.85	0.37	Totally Agree
Grand Mean	3.57	0.47	Totally Agree

Table 5 shows the level of professional development non-education teachers engaging in technical-vocational education. Based on the gathered data, all the statements obtained an approximately equal means

ranging from 3.30 to 3.85 (SD=0.37 to 0.60) respectively and interpreted as totally agree. This implies that non-education TVL teachers have a higher agreement factor that they continuously improve their knowledge, skills and attitude through continuous professional development, developing abilities through actual exposure of real-life situation, believing to grow further as a TVL teacher, confident in improving skills through self-study, and develop teaching/skills competence through online video tutorial (Okumu & Opio, 2023).

Table 6. Level of Teachers Commitment Effectiveness

Indicators	Mean	SD	Interpretation
1. Organize class enhancement and management	3.85	0.37	Very High
2. Take attendance for the class	3.85	0.32	Very High
3. Provide learners regular feedback on learners' progress	3.70	0.37	Very High
4. Record attendance at all activities	3.80	0.41	Very High
5. Undertake to improve Instructional Materials	3.60	0.50	Very High
6. Respond to learners' inquiries	3.85	0.37	Very High
7. Always show updates in the field being taught	3.75	0.44	Very High
8. Assist the learners even beyond class hours	3.65	0.49	Very High
9. Shows enthusiasm to share expertise ever off campus	3.65	0.49	Very High
10. Exhibit consistent energy at all times	3.65	0.49	Very High
Grand Mean	3.74	0.43	Very High

Based on the analyzed result, all the statements obtained an approximately equal means ranging from 3.60 to 3.85 (SD=0.32 to 0.49) respectively and interpreted as very high. The data implies that non-education technical-vocational teachers demonstrate a high level of commitment effectiveness (Ahmad et al., 2022). This includes organizing class enhancement and management, taking and recording class attendance and activities, responding to learners' inquiries, staying updated in their areas of specialization, providing learners with regular feedback on their progress, assisting learners even beyond class hours, showing enthusiasm in sharing their expertise, and maintaining consistent energy at all times.

Table 7. Level of Teachers Commitment measured in IPCRF

Teacher's Commitment	Mean	SD	Interpretation
IPCRF rating	4.66	0.19	Outstanding

Table 7 presents the level of teachers' commitment as measured in their three-year individual performance commitment and review (IPCRF) rating from school year 2021 to 2024. Based on the gathered data, the non-education teachers handling technical-vocational subjects were outstanding in their IPCRF rating as reflected on their average three-year rating of 4.66 (SD=0.19).

Table 8. Level of Student Engagement

Indicators	Mean	SD	Interpretation
1. Learners' response in class return demo	3.55	0.51	Very High
2. Learners' exposure to actual technology encounter	3.55	0.60	Very High
3. Teacher's support to learners' problem-solving skills	3.50	0.61	Very High
5. Teacher's coordination and community for learners' actual skills development	3.70	0.57	Very High
6. Learner's response to provide their counter parts to improve their skills.	3.60	0.60	Very High
7. Teaching- learning process or sharing skills, values, and knowledge.	3.70	0.57	Very High
8. Teacher-Learner harmony with high regards for the teachers	3.65	0.59	Very High
9. Learners have motivation to participate because of teacher's inspiration	3.70	0.57	Very High
10. Learners ambition to finish their tasks is due to TVL teacher's influence.	3.55	0.60	Very High
11. Teacher is the role model of the learners.	3.75	0.44	Very High
Grand Mean	3.63	0.57	Very High

Table 8 presents the level of student engagement in learning technical-vocational courses. Based on the gathered data, all the statement obtained an approximately equal means ranging from 3.50 to 3.75 (SD=0.44 to 0.61) respectively and interpreted as very high. Overall, the results imply that students demonstrate a high level of engagement in learning technical-vocational courses under non-education teachers, particularly when teachers serve as role models in the classroom. Additionally, learners are motivated to participate in class and complete their studies, inspired and influenced by their teachers. This engagement is further enhanced through teaching and sharing the learning process, skills, values, and knowledge, as well as through effective teacher-learner coordination and the development of learners' practical skills. Lastly, teacher-learner harmony, with high regard for teachers as central figures, contributes to optimal student learning engagement ("The Construction and Path Exploration of Harmonious Relationship between Teachers and Students," 2022).

Table 9. Level of Perceived Job Satisfaction

Indicators	Mean	SD	Interpretation
1. I go home happy after sharing my knowledge.	3.75	0.44	Totally Agree
2. I feel happy and fulfilled as TVL teacher.	3.75	0.44	Totally Agree
3. I feel inspired by my job.	3.85	0.37	Totally Agree

4. I know I can share more the next day.	3.80	0.41	Totally Agree
5. I am happy to help my peers.	3.80	0.41	Totally Agree
6. I am contented with the relationship with my superiors.	3.55	0.51	Totally Agree
7. I am contented with my peers.	3.85	0.37	Totally Agree
8. I feel part of the institutions' achievement.	3.80	0.41	Totally Agree
9. I feel compensated with my effort per day.	3.55	0.51	Totally Agree
10. I am happy as TVL teacher.	3.70	0.57	Totally Agree
11. I feel happy because my students learned my lessons.	3.85	0.37	Totally Agree
Grand Mean	3.75	0.48	Totally Agree

Based on the results on table 9, all the statements obtained an approximately equal and higher means ranging 3.55 to 3.85 (SD=0.37 to 0.57) and interpreted as totally agree. The data further implies that, overall, non-education technical-vocational teachers reported a high level of perceived job satisfaction in their workplace. This includes feeling happy, fulfilled, and inspired as TVL teachers. Additionally, they expressed satisfaction in sharing knowledge, maintaining positive relationships with learners, peers, and superiors, and experiencing a sense of fulfillment as contributors to their institution's achievements (Rasna et al., 2020). Lastly, they acknowledged fair compensation for their daily efforts.

Table 10. Level of Job Efficacy

TVL Teacher's Efficacy as:	Mean	SD	Interpretation
1. TLE Lectures.	3.65	0.49	Very Effective
2. Extra-Curricular Activities.	3.55	0.51	Very Effective
3. Classroom Management.	3.65	0.59	Very Effective
4. Teaching Good Working Attitude.	3.80	0.41	Very Effective
5. Sharing Inspirational Experiences.	3.70	0.47	Very Effective
6. Assisting the community.	3.65	0.49	Very Effective
7. Sharing DepEd values.	3.75	0.44	Very Effective
Grand Mean	3.68	0.36	Very Effective

Based on the result, all the perceived job-efficacy obtained an approximately equal and higher means ranging from 3.55 to 3.80 (SD=0.41 to 0.59) and interpreted as very effective. This means that overall, the non-education technical-vocational teachers perceived to have a very effective job-efficacy in lectures, extra-curricular activities, classroom management, good working attitude, sharing inspirational experiences, assisting communities, and sharing DepEd values (Goswami et al., 2024).

Table 11. Correlation Analysis between personal motivation and environmental support system

Variables	Mean	N	R	P value
Personal Motivation	3.65	20	0.04	>0.05
Environmental Support System	3.45			

*Significant at 0.05 level, two-tailed

The results in table 11, indicates that no significant relationship was found between the two variables, ($r(20) = 0.04$, $p > 0.05$). Overall, a very weak positive correlation was observed between the level of personal motivation of non-education technical-vocational teachers and the extent of the environmental support system (Zou et al., 2003). This finding suggests that teachers' personal motivation is not significantly associated with the environmental support system. Furthermore, Sanlao et al., (2024) implies that a strong environmental support system does not influenced the enhancement of the personal motivation of non-education technical-vocational teachers.

Table 12. Correlation Analysis between personal motivation and Teacher's Commitment

Variables	Mean	N	R	P - value
Personal Motivation	3.65	20	0.24	>0.05
Teacher's Commitment	3.74			

In Table 12, the result indicates that no significant relationship was found between the two variables, ($r(20) = 0.24$, $p > 0.05$). Moreover, a very weak positive correlation was observed between the level of personal motivation and the level of commitment among non-education technical-vocational teachers (Zou et al., 2003). This result suggests that teachers' personal motivation is not significantly associated with or does not have a substantial influence on their level of commitment.

Table 13. Correlation Analysis between environmental support system and teaching-learning process in terms of student engagement

Variables	Mean	N	R	P value
Environmental Support System	3.45	20	-0.11	>0.05
Student Engagement	3.63			

*Significant at 0.05 level

The result indicates that no significant relationship was found between the two variables, $(r(20) = -0.11, p > 0.05)$. Overall, a very weak negative correlation was observed between the extent of the environmental support system and the level of student engagement (Zou et al., 2003). This finding suggests that environmental support system is not significantly associated with the student engagement. Furthermore, it implies that a strong environmental support system is not likely to enhance academic engagement among both students and teachers in the classroom (Elevating Teachers' Performance through Locus of Control, Leadership Style, Environmental Factors, and Work Motivation, 2024).

Table 14. Correlation Analysis between Teacher's Commitment and teaching-learning process in terms of student engagement.

Variables	Mean	N	R	P value
Teacher's Commitment	3.74	20	0.09	>0.05
Student Engagement	3.63			

*Significant at 0.05 level, two-tailed

The result indicates that no significant relationship was found between the two variables, $(r(20) = 0.09, p > 0.05)$. Overall, a very weak negative correlation was observed between the level of teachers' commitment and the level of student engagement (Zou et al., 2003). This result according to Katel (2004) suggests that the student engagement was not significantly associated with the teachers' commitment. Furthermore, the findings imply that a high level of teacher commitment could not significantly influence and enhance student academic engagement in the classroom.

Table 15. Correlation Analysis between personal motivation and teaching-learning process in terms of student engagement.

Variables	Mean	N	R	P value
Personal Motivation	3.65	20	-.46	0.22
Student Engagement	3.63			

The result indicates that no significant relationship was found between the two variables, $(r(20) = -0.46, p = 0.22)$. Overall, a moderately weak negative correlation was observed between the level of personal motivation and the level of student engagement (Zou et al., 2003). This result suggests that teachers' personal motivation is not significantly associated with or does not have a substantial influence on the students' academic engagement. Hence, the null hypothesis is accepted. A study in Pakistan found a moderate positive link between teachers' autonomy-supportive behavior and students' intrinsic academic motivation (Murad & Tufail, 2024). This suggests that while teacher motivation can impact student engagement, its effect may depend on the specific type of motivation.

CONCLUSION

The findings of this study emphasize the key insights into the motivation, commitment, environmental support, and student engagement of non-education teachers in technical-vocational education. Teachers exhibit high levels of both intrinsic and extrinsic motivation, driven by their passion for teaching, sense of purpose, financial stability, and social recognition.

They have strong support system and are environmentally engaged. Additionally, strong institutional and peer support systems has nothing to do in sustaining their motivation and professional growth.

Meanwhile, Non-education technical-vocational teachers is generally strong in terms of professional support. Majority of teachers perceived a supportive professional environment. Notably, They are being encouraged to upgrade their skills, acquire more competencies, and receive assistance from colleagues who are BTVTE/BTTE/BSIE graduates.

Despite the high levels of motivation, It has nothing to do with teacher commitment. Furthermore, environmental support was found to be a crucial factor in both teacher motivation and student engagement. Schools, training institutions, and government agencies such as TESDA and DepEd play a vital role in providing professional development opportunities, competency assessments, and necessary resources to enhance technical-vocational education. A strong support system not only helps teachers improve their skills but also attribute to learning experiences.

While personal motivation is an essential driving force for non-education technical-vocational teachers, it is the combination of strong institutional support, professional development, and teacher commitment that ultimately determines the effectiveness of teaching and student engagement.

RECOMMENDATIONS

Based on the findings of this study, following are being recommended:

1. Provide incentives and mentorship to increase teachers' intrinsic and extrinsic motivation.
2. Strengthen support through peer mentoring, resources, and agency collaboration.
3. Encourage commitment by offering leadership roles and recognizing dedication.
4. Align IPCR indicators with TVL roles and use results for meaningful feedback.
5. Boost engagement through hands-on activities and industry-based learning.
6. Maintain satisfaction by fostering a positive, supportive work environment.
7. Improve efficacy through targeted training and community teaching practices.
8. Support motivation with ongoing training and wellness programs.
9. Focus on institutional culture and structure to strengthen teacher commitment.
10. Enhance student engagement by improving teacher support systems.
11. Recognize committed teachers to promote student participation.
12. Encourage teacher autonomy and mastery to indirectly improve engagement.
13. Future research should explore factors like self-efficacy, instructional strategies, school culture, and industry linkages affecting teaching effectiveness.

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