

Relationship Between Elementary Teachers' Content Mastery, Motivational Strategies, And Pedagogical Delivery

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Abstract

This quantitative study examined the relationships among elementary teachers' content mastery, motivational strategies, and pedagogical delivery in public elementary schools. The study utilized a descriptive-correlational research design, aimed to analyzing the levels of these instructional variables and the significant relationships among them. Data were collected from 100 public elementary teachers selected from the districts of Samboan, Ginatilan, Malabuyoc, and Alegria through simple random sampling. Adopted and validated instruments were used to assess teachers' competence in content mastery, motivational techniques, and pedagogical presentation. The variables' levels are described using the mean and standard deviation. The relationships among the variables are analyzed using Pearson product-moment correlation. The findings revealed that teachers demonstrated content mastery at the highest mean level, indicating strong subject knowledge and instructional competence. Motivational strategies were likewise rated at the highest mean level, suggesting the consistent use of techniques that promote learner engagement and participation. Pedagogical delivery also attained the highest mean rating, reflecting the regular application of varied and effective instructional practices. Correlation analysis showed a strong and significant relationship between content mastery and motivational strategies, a moderate yet significant relationship between content mastery and pedagogical delivery, and a strong and significant relationship between motivational strategies and pedagogical delivery. Generally, the findings stress the interrelatedness of teachers' content mastery, motivational strategy, and pedagogical delivery. This study places strong emphasis on ongoing professional development programs that would enhance these instructional dimensions towards effective teaching in elementary education.

Keywords: Content Mastery, Motivational Strategies, Pedagogical Delivery, Elementary teachers, recommendation

Introduction

The teachers are the core components that lead to the cognitive, affective, and behavioral development of the students, develop thinking styles, and shape the society of the

future (Ozcan, 2021); therefore, the content mastery, motivation strategy, and pedagogical weaponry of the teachers are inherent building blocks of an excellent teacher (Stronge, 2018). Content mastery denotes a strong command of a specific subject, deep knowledge, and the capacity to explain topics in an understandable manner and to think critically about the subject matter (Gumaod et al., 2022). Motivational strategies, on the other hand, are instructional strategies that are purposely planned to motivate students to learn, as well as strategies that the teacher employs to motivate students (Hornstra et al., 2015). In the meantime, the concept of pedagogical delivery describes how a teacher uses pedagogical practices to present and introduce curriculum content and to help students comprehend it and achieve more (Lara-Alecio et al., 2024). Something has to do with preparing students as lifelong learners and influencing pedagogical delivery to learn more deeply (Paniagua & Istance, 2018).

Content mastery by the teacher is a well-known aspect of an effective teaching process, which includes not only profound knowledge of specific content but also the skill to represent, describe, and relate phenomena in ways that lead to student learning (Hill, 2018; Fukaya et al., 2024). Effective teaching requires a proactive identification of potential student misconceptions, the choice of representations that mediate the gap between abstract concepts and the student's knowledge, and a wise sequence of teaching (Chen et al., 2020; Behling, 2022; Yagli, 2024). Additional studies explain that content mastery involves topic-specific study content mastery applied in teacher-related activities (Alshehri et al., 2022; Scheiner et al., 2024; Grigaliūnienė et al., 2025). Teachers with greater mastery of the content are more likely to participate in content-oriented professional growth, which may increase the gap between high- and low-performing teachers (Richter et al., 2021).

Motivational strategies are defined as the conscious strategies teachers use to encourage students to engage in learning, improve motivation, and achieve academic outcomes by creating a positive environment, providing choice, differentiated activities, positive feedback, and enthusiasm for learning (White, 2025). There is a strong relationship between the motivational strategies by teachers and the student motivation in the classroom, which implies that the motivational strategies utilized by the teachers are important (Jones, 2019).

Pedagogical delivery is a student-focused approach in which teaching strategies and evaluations are synchronized to foster meaningful learning rather than content delivery (Haarala-Muhonen et al., 2023). It involves the use of various media to deliver quality education, intentional content, and creative teaching (Hartini et al., 2018). It is established that a good pedagogical delivery includes the choice and sequence of pedagogical strategies that facilitate better understanding and transfer of knowledge, and may be promoted with the help of well-planned programs of professional development that develop practical instruction skills, which subsequently leads to better classroom delivery and student achievement (Baker & Robinson, 2018; Vreekamp et al., 2023; Darling-Hammond et al., 2017).

Recent studies emphasize that the key to successful teaching is achieved through applying content mastery, motivational strategies, and pedagogical approaches in the teaching process (Kamran et al., 2023). Teachers with high content mastery and high pedagogical delivery enhance the quality of delivery and motivation among educators and learners (Mafa-Theledi, 2024; Johnson, 2017). Research indicates that teachers' motivation to innovate is

closely linked to their perceived mastery of the content, and continuous professional learning helps them improve their application of motivational strategies (Gorozidis & Papaioannou, 2016; Darling-Hammond et al., 2017). The process of pedagogical delivery and motivational strategies is closely interdependent, where efficient pedagogical delivery is not only the accessibility of the material but a stronger engagement associated with linking learning to the experience and interests of students (Yang & Sanchez, 2021; Paolini, 2015; Radil et al., 2023).

The purpose of the study was to identify the direct relationship between content mastery and pedagogical delivery, the direct relationship between motivational strategies and pedagogical delivery, and whether motivational strategies mediated the relationship between pedagogical delivery and content mastery. Particularly, the research was aimed at evaluating their perceived level of content mastery among elementary teachers in their subjects, the level of motivational strategies as perceived by the elementary teachers, and their perceived level of pedagogical delivery they used in the classroom. The paper also examined how the relationship between the content mastery, motivational strategies, and pedagogical delivery of the teachers determined teaching effectiveness in elementary education. Ultimately, the research results were supposed to yield useful suggestions on how to enhance teaching and learning through teacher development programs and teaching approaches that were much more congruent with content mastery, motivational strategies, and pedagogical delivery.

Methodology

Design

The design of this study was the descriptive-correlational design. This design was most suitable to be employed in the study as it allows to describe the features of the three variables and analyze the relationship through appropriate statistical techniques. The descriptive approach focuses on the characteristics of the sample and describing them without any interference with the variables; the correlation approach was also used to examine relationship between variables (Agni & Edig, 2024). Furthermore, the study aimed to determine the relationship between teachers' content mastery, motivational strategies and pedagogical delivery among elementary teachers.

Flow of the Study

This paper adapted the input-process-output (IPO). The study inputs were the data regarding the content mastery, motivational strategies, and pedagogical delivery in the perception of the participants. The design employed in this study was descriptive -correlational design and the data collected in the study were tabulated, organized, statistically treated using the Pearson R, analyzed and interpreted. Moreover, the presented study presents evidence-based recommendations or findings and teaching relevant results that may use to shape the creation of plans and interventions that would promote teaching skills and professional development among elementary school teachers.

Environment

This study was carried out in 25 selected public elementary schools located in four districts in southwestern Cebu Province, namely Samboan, Ginatilan, Malabuyoc, and Alegria. These areas are predominantly rural and semi-rural areas, featuring a combination of coastal, lowland, and upland communities. The schools included in the study were purposively selected to include both central (poblacion) schools and barangay-based schools in each municipality, ensuring a diverse representation of instructional and environmental settings in public elementary education.

In the District of Samboan, the schools included were Suba Elementary School, Manuel L. Quezon Elementary School, Tangbo Elementary School, Dalahikan Elementary School, San Sebastian Elementary School, and Samboan Central Elementary School. In the district of Ginatilan, the selected schools were Palanas Integrated School, Guiwanon Elementary School, and Ginatilan Integrated School. The Malabuyoc area included Malabuyoc Central Elementary School, Sto. Niño Elementary School, Armeña Elementary School, Sorsogon Elementary School, Calipay Elementary School, Cerdeña Elementary School, Salmeron Elementary School, Calatagan Elementary School, Mahanlud Elementary School, Montañeza Elementary School, and Lombo Elementary School. In Alegria, the participating schools involved were Sta. Filomena Elementary School, Madridejos Elementary School, Alegria Central Elementary School, Legaspi Elementary School, and Balhaan Elementary School. Ginatilan Integrated School, Malabuyoc Central Elementary School, and Alegria Central Elementary School, are situated close to the main southbound national highway (Cebu South Road), typically within one kilometer.

Participants

The sample participants in the study were 100 elementary teachers among public schools in the districts of Samboan, Ginatilan, Malabuyoc and Alegria. These participants were selected as they had direct engagement in the provision of instruction in the elementary classroom, and thus they are most appropriate participants when it comes to the exploration of the variables of content mastery, motivational strategies, and pedagogical delivery. Table 1 presents the tabular display of participants of the study using simple random sampling.

Table 1
Distribution of the Participants

Schools	Male		Female		Total	
	f	%	f	%	f	%
Suba Elementary School	0	0	2	2%	2	2%
Manuel L. Quezon Elementary School	0	0	5	5%	5	5%
Tangbo Elementary School	0	0	4	4%	4	4%
Dalahikan Elementary School	1	1%	3	3%	3	3%
San Sebastian Elementary School	1	1%	6	6%	7	7%
Samboan Central Elementary School	1	1%	4	6%	5	5%
Palanas Integrated School	1	1%	4	4%	5	5%
Guiwanon Elementary School	0	0	2	2%	2	2%
Ginatilan Integrated School	2	2%	3	3%	5	5%
Malabuyoc Central Elementary School	1	1%	4	4%	5	5%
Sto. Niño Elementary School	0	0	4	4%	4	4%
Armeña Elementary School	0	0	3	3%	3	3%
Sorsogon Elementary School	0	0	3	3%	3	4%
Calipay Elementary School	0	0	3	3%	3	3%
Cerdeña Elementary School	1	1%	2	2%	3	3%
Salmeron Elementary School	1	1%	4	4%	5	5%
Calatagan Elementary School	0	0	3	3%	3	3%
Mahanlud Elementary School	1	1%	2	2%	3	3%
Montañeza Elementary School	0	0	3	3%	3	3%
Lombo Elementary School	0	0	2	2%	2	2%
Sta. Filomena Elementary School	1	1%	4	4%	5	5%
Madridejos Elementary School	0	0	4	8%	4	4%
Alegria Central Elementary Schol	1	1%	8	8%	9	9%
Legaspi Elementary School	1	1%	2	2%	3	3%
Balhaan Elementary School	1	1%	2	2%	3	3%
Total	14	14 %	86	86%	100	100%

The participants should be currently teaching in the identified districts, in Grades 4, 5 and 6 level, have a minimum of two years teaching experience, and have attended at least one professional development training or seminar to be included in the study. These inclusion criteria ensures that all the participants possess adequate classroom exposure and pedagogical experience concerning the study.

The selection of participants through simple random sampling method makes each eligible teacher an equal opportunity of being a part of the study and thus reducing the selection bias and enhancing the generalizability of the results. Simple random sampling is a fundamental sampling technique where every individual of the populace is given an equal chance of being selected and it makes the sample representative of the population (Etikan &

Bala, 2017). This method ensures reliability and validity in its analysis of the relationship between the study variables and the data collected.

Instrument

In this study the researchers employed survey questionnaires on 4-point Likert scale as the main data collection instrument to count quantitative information on how the content mastery of elementary teacher, motivational strategies and pedagogical delivery relates to one another. Guided survey questionnaires were significantly applied in the quantitative research because they provide the researcher with the opportunity to gather uniform information about a lot of participants at a convenient cost (Bhat, 2022).

Data Gathering Procedure

Preliminary Procedure. To assure data accuracy, a number of steps were followed. Firstly, a panel of experts at Cebu Technological University - Malabuyoc Extension Campus reviewed the survey instrument. Secondly, a transmittal letter was drafted, which was signed by the thesis advisor, research chairman, campus director and assistant campus director. Third, the researchers themselves obtained the authority to administer the questionnaire to the participants of the study as requested by a Cebu Province Schools Division Superintendent. Lastly, the researcher personally presented the letter to the heads of the school of the districts of Samboan, Ginatilan, Malabuyoc, and Alegria District to seek permission to administer the survey questionnaire to the study participants.

Data gathering. The researchers sought a permission to the school heads of the elementary schools chosen to participate in the study and presented the received letter. Rationally, the researchers administered the instruments to each participant in simple random sampling on the period between September 1 and November 30, 2025. The researchers were determined to collect data based on the decisions made by the heads of the schools. Analysis and interpretation of the data were done after it was collected.

Ethical considerations. To achieve confidentiality, the researcher maintained the identity of participants as anonymous and did not disclosed any data related to the study. The participants were free to participate, and the researchers shared the process of data collection, its purpose, and use with the participants. The data gathered was transferred in a secure way in a sealed box, the handling of the data was done fairly and without discrimination. Researchers followed the ethical data handling practices and are responsible to their practices. The data after the study was destroyed to sufficiently secure the privacy of the participants. Moreover, all the required citation procedures were done in accordance with copyright laws.

Treatment of the Data

The data collected was analyzed through descriptive and inferential statistics available on data of the participants. The average scores were calculated to reflect the level of the content mastery of elementary teachers, the motivational strategies, and teachers' pedagogical delivery. To determine the relationship between the three variables, Pearson Product -Moment Correlation Coefficient (Pearson r), a statistical test that was used to investigate the strength and direction of the linear relationships among the three variables, was used (Karch et al., 2024).

In particular, Pearson r was used to analyze the relationship between content mastery and motivational strategies, the relationship between content mastery and pedagogical delivery and the relationship between motivational strategies and pedagogical delivery at 0.05 level of significance. At this stage, the data were evaluated to check the three conditions that are normality, linearity and no extreme outliers to adhere to the assumption of the Pearson correlation analysis. Minitab was used to carry out all statistical analysis and the assumptions of linearity and normal distribution were confirmed before the analysis to confirm that the results of correlation remain valid (Schober et al., 2018; Janse et al., 2021; Editage Insights, 2024).

Scoring Procedure

The scoring procedure that was used in interpreting the levels of content mastery, motivational strategies, and pedagogical delivery among elementary teachers is indicated below:

Point	Scale	Verbal Interpretation	Interpretation with Description
4	3.25-4.00	Always	This means the participants are highly knowledgeable and consistently demonstrate the behavior or action
3	2.50-3.24	Seldom	This indicates that the participants sometimes demonstrate the behavior or action, but not consistently
2	1.75-2.49	Rarely	This suggests that the participants infrequently demonstrate the behavior or action, and it is not a common practice
1	1.00-1.74	Never	This means that the participants do not demonstrate the behavior or action at all.

Results and Discussion

This chapter deals on the presentation, data analysis and interpretation of the collected data which includes the tabulation of the levels of content mastery, motivational strategies and pedagogical delivery of the participants.

Teachers' Content Mastery

Teacher's content mastery refers to having a strong command, deep understanding of a particular subject and reflects teacher's ability, skill and expertise to explain topics clearly and think critically about the subject matter. Table 3 presents the level of content mastery as rated by the participants. It comprises of 25 indicators that measure perception of the participants' content mastery by using four-point Likert scale ranging from one (Never) to four (Always).

Table 2 presents the level of content mastery among the participants. The aggregated mean of 3.8568 is identified indicating teachers consistently demonstrate strong content mastery. Notably, the indicators 1, *present ideas clearly, logically and comprehensively* ($\mu = 3.95$) and 2, *make the curriculum and the teaching materials relevant to the students* ($\mu = 3.95$) obtained the highest-rated practice and are interpreted as **always** which means the teachers are **highly knowledgeable and consistently demonstrate the behavior or action**.

Table 2

Teachers' Content Mastery

Indicator	Mean	Interpretation
1. Present ideas clearly, logically and comprehensively	3.95	Always
2. Present subject matter tailored to the curriculum guide	3.95	Always
3. Reflect mastery of the entire subject	3.86	Always
4. Cite current and timely information about the subject	3.89	Always
5. Develop critical and creative thinking as well as other higher order thinking skills	3.82	Always
6. Help students learn the subject matter through facts and information	3.89	Always
7. Demonstrates strong mastery of the lesson content to achieve the objectives of the lesson	3.94	Always
8. Establish routines and procedures to maximize instructional time	3.92	Always
9. Develop instructional materials that deepen learners' mastery of concepts through real-life situation	3.78	Always
10. Construct materials with varied enrichment activities to nurture the desire for further learning	3.71	Always
11. Apply content expertise in producing instructional materials consistent with curriculum requirements	3.8	Always
12. Challenge them to make sense and criticize information	3.9	Always
13. Show proficiency in the required language instruction	3.85	Always
14. Choose resources that support the selection of accurate, valid, and age-appropriate goals for students' learning	3.89	Always

15. Explain learning goals, concepts, and processes clearly and accurately to the learners	3.91	Always
16. Provide varied learning activities congruent with the objective of the lesson	3.88	Always
17. Make the curriculum and teaching relevant to students	3.92	Always
18. Use text to process information accurately	3.84	Always
19. Extend beyond specific topics of the curriculum	3.67	Always
20. Interprets and uses test results to improve teaching and learning	3.88	Always
21. Know realities outside the classroom to make learning relevant	3.87	Always
22. Am clear on the content to be taught, what to learn, where to find it, and when it is important to use	3.87	Always
23. Apply strong content knowledge to create meaningful discovery activities appropriate to physical learning environment	3.85	Always
24. Relate the lesson to the existing conditions and real-life situation convincingly	3.88	Always
25. Don't overload students with content	3.7	Always
Aggregated mean	3.8568	Always

**Always: Highly knowledgeable consistently and consistently demonstrate the behavior or action*

**Seldom: Sometimes demonstrates behavior or action, but not consistently*

**Rarely: Infrequently demonstrates behavior or action, and it is not a common practice*

**Never: Does not demonstrate the behavior or action at all*

Additionally, it shows they can communicate complex ideas in a way that is easy to understand and apply, and that they are able to connect the curriculum to the students' lives (Lupena, 2025). In contrast, indicator 19, *extend beyond specific topics of the curriculum* ($\mu = 3.67$), and indicator 9, *develop instructional materials that deepen learners' mastery of concepts through real-life situations* ($\mu = 3.78$) were the 2 lowest mean of all content mastery indicators and thus also interpreted as **always** which still means that the teachers are **highly knowledgeable and consistently demonstrate the behavior or action**.

Teachers' motivational strategies are conscious techniques teachers use to inspire students to engage in learning, improve motivation, and achieve academic goals, creating a positive environment, fostering interest, building relationships, providing autonomy, and setting clear, achievable expectations.

Table 3

Teachers' Motivational Strategies

Indicator	Mean	Interpretation
1. Bring in and encourage humor and laughter frequently in my class	3.62	Always
2. Show students that I respect, accept and care about each of them	3.95	Always
3. Create opportunities so that students can mix, and get to know each other better (e.g. group, work, game-like competition)	3.92	Always
4. Monitor students' accomplishments, and take time to celebrate any success or victory	3.84	Always
5. Encourage students to select specific, realistic and short-term learning goals for themselves	3.86	Always
6. Deal with my students' errors/mistakes, for example through explicit/ implicit feedback, peer correction, and self-correction	3.78	Always
7. Introduce lessons with various interesting content and topics which students are likely to find interesting	3.84	Always
8. Make tasks challenging by including some activities that require students to solve problems or discover something	3.78	Always
9. Teach students self-motivating strategies (self-encouragement) to keep them motivated when they encounter distractions	3.83	Always
10. Maintain positive relationship with my students, for example how to respond to their feelings and emotions, and how to build rapport with them	3.91	Always
11. Encourage learners to suggest classroom rules that they believe will help them learn better	3.79	Always
12. Show enthusiasm for teaching by being committed and motivating myself	3.93	Always
13. Help the students to develop realistic beliefs about their learning (e.g. explain to them realistically the amount they need for making real progress)	3.89	Always
14. Use short and opening activities to start each class (e.g. fun games)	3.77	Always
15. Establish a good relationship with the students	3.91	Always
16. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching)	3.91	Always
17. Give good reasons as to why a particular activity is meaningful or important	3.88	Always
18. Increase students' goal -orientedness by formulating explicit class goals accepted by them	3.84	Always
19. Use expression to motivate and enhance learners' self-confidence	3.92	Always
20. Create a pleasant and supportive atmosphere in the classroom	3.94	Always

21. Increase students' expectancy of success in particular tasks and in learning in general	3.88	Always
22. Take students' learning very seriously	3.84	Always
23. Formulate group norms explicitly; and have them discussed and accepted by students	3.78	Always
24. Try and find out about the students' needs, goals, and interests and then build these into my curriculum as much as possible	3.81	Always
25. Encourage learners to try harder by making it clear that I believe that they can do the task.	3.94	Always
Aggregated mean	3.8544	Always

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**Seldom: Sometimes demonstrates behavior or action, but not consistently*

**Rarely: Infrequently demonstrates behavior or action, and it is not a common practice*

**Never: Does not demonstrate the behavior or action at all*

As shown in Table 3, motivational strategies have been consistently used by elementary teachers; the aggregated mean is ($\mu = 3.8544$), and is interpreted as **always**. This indicates that the teachers are **highly knowledgeable and consistently demonstrate the behavior or action**. More precisely, Indicator 2, *show students that I respect, accept, and care about each of them* with the mean of ($\mu = 3.95$) interpreted as **always** reflects that the teachers are **highly knowledgeable and consistently demonstrate the behavior or action**. These were followed by Indicator 20, *create a pleasant and supportive classroom atmosphere* ($\mu = 3.94$), and Indicator 25, *encourage learners to try harder by expressing belief in their abilities* ($\mu = 3.94$), interpreted as **always**, which means that the teachers are **highly knowledgeable and consistently demonstrate the behavior or action**. This trend suggests that teachers have placed a strong emphasis on developing relationships and emotionally safe learning environments, which is in line with Self-determination theory, where relatedness-supportive teacher behaviors strengthen student motivation and engagement (Ryan & Deci, 2020).

Table 4
Teachers' Pedagogical Delivery

Indicator	Mean	Interpretation
1. Use multimedia and technology to teach	3.97	Always
2. Use a variety of teaching approaches appropriate to the learners	3.87	Always
3. Develop literacy skills, communicative skills, and critical thinking abilities in my teaching goals and objectives	3.93	Always
4. Use different teaching approaches in classes, for example presentation, explanation, demonstration and translation	3.89	Always
5. Construct materials with varied enrichment activities to nurture the desire for further learning	3.83	Always

6. Use specific teaching methods in my classes, for example grammar translation, communicative language teaching and eclectic methods	3.82	Always
7. Plan for my teaching, that is, how to select appropriate activities and arrange them in order that they should unfold in class	3.86	Always
8. Design tasks that are within the learners' ability so that they get to experience success regularly	3.78	Always
9. Use different methods/techniques to add to my expertise and improve my teaching, for example doing reflection, journal writing, observation	3.71	Always
10. Design different types of exams/tests for my classes, for example multiple choice tests, cloze passages and essay-type exams	3.84	Always
11. Manage classroom time, that is how much time to allocate to different class activities and interactions	3.85	Always
12. Monitor and respond to possible discipline threats to order in my classroom or throughout the lessons	3.9	Always
13. Know how my personality and preferences affect my teaching, for example the way my needs, talents and limitations shape the way I teach my students	3.87	Always
14. Deliver lessons in direct style and rigid style such that delivery of the lesson is highly bookish (book-oriented)	3.2	Seldom
15. Let the students take notes when delivering lessons to enhance their listening skills	3.56	Always
16. Based on the presentation of the reference book when delivering the lesson	3.43	Always
17. Ask the students to copy the content of the lesson in their notebooks when the lesson is too lengthy before discussing the subject matter	2.94	Seldom
18. Deliver lessons based on the number of hours indicated in the lesson plan to attain scholastic efficiency	3.64	Always
19. Deliver the lesson in authoritative way	2.92	Seldom
20. Require the students to read and memorize notes to reinforce the subject matter especially in history and science	3.13	Always
21. Conduct quizzes, have class recitations or give homework and textbook activities to determine the subject mastery of the students	3.77	Always
22. Facilitate the lesson through the usage of charts, illustrations, sound clips, video presentation of the book	3.83	Always
23. Deliver the lesson based on the intellectual development of the students and may not necessarily be based on the presentation of the book	3.76	Always
24. Maximize analytic visual learning, utilize concept mapping (mind map) techniques and diagramming in delivering the lessons especially language lessons and science	3.65	Always
25. Relate authentic learning experiences in a real-world context	3.81	Always
Aggregated mean	3.6704	Always

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**Seldom: Sometimes demonstrates behavior or action, but not consistently*

**Rarely: Infrequently demonstrates behavior or action, and it is not a common practice*

**Never: Does not demonstrate the behavior or action at all*

Table 4 presents the item means for the teachers in terms of how pedagogy is delivered. The aggregated mean of ($\mu = 3.6704$), interpreted as ***always*** indicates that the teachers are ***highly knowledgeable and consistently demonstrate the behavior or action***. Teachers frequently use a wide variety of teaching methods. From the details presented in Table 4, indicator 1, *Use multimedia and technology to teach* has the highest mean of ($\mu = 3.97$), while indicator 3, *Develop literacy, communicative and critical thinking in objectives* is close behind at ($\mu = 3.93$), both interpreted as ***always***, reflects that the teachers are ***highly knowledgeable and consistently demonstrate the behavior or action***. These findings suggest that teachers consistently integrate technology and promote higher-order thinking skills, which are essential competencies in 21st-century education.

Test of relationships between content mastery, motivational Strategies and pedagogical delivery

In this section, the test of relationship between content mastery, motivational strategies and pedagogical delivery by the elementary teachers was presented below. Table 5 presents the results of the correlational analysis of the three variables. Teachers' content mastery and motivational strategies ($r = 0.663$, $p < .05$) results the **rejection of null hypothesis**.

Table 5
Test of Relationship between Content Mastery, Motivational Strategies and Pedagogical delivery

Variables Correlated	r-value	p-value	Alpha	Result	Interpretation
Content Mastery vs. Motivational Strategies	0.663	0	0.05	significant	Null-hypothesis is rejected
Content mastery vs. Pedagogical delivery	0.416	0	0.05	significant	Null-hypothesis is rejected

This finding indicates that higher levels of content mastery are associated with more effective use of motivational strategies, and conversely, that motivational strategies may enhance learners' engagement with instructional content (Salavacion et al.,2025). The strength of relationship is strong and significant, which indicates that the two variables are closely related in the teaching environment that is under consideration in this study (Rahimi, 2024).

This closely supports the Self-Determination Theory, which posits the instructional guidance that fosters a feeling of ability and relevance in learners contributes to motivation and engagement, especially when the teachers show evident and precise content (Ryan & Deci, 2017; Ryan & Deci, 2020).

Overall, the results empirically confirm the theoretical frameworks and legal bases anchoring the correlation analysis between teachers' content mastery and pedagogical delivery ($r = 0.416$, $p < .05$) leads to the **rejection of the null hypothesis**. It implies that a teacher who has a high content mastery is likely to exhibit more effective pedagogical delivery (Salavacion et al., 2025). The moderately strong degree of correlation in the relationship means that although content mastery is an extremely important prerequisite of effective teaching, it should be complemented by the skills of pedagogical delivery that would allow teachers to translate disciplinary knowledge into meaningful learning processes (Huang et al., 2025). The high levels of mastering the content correlate with its greater ability of teachers to design their lesson in an organized way, with clear explanations, as well as to dispel the misconceptions of students' important attributes of high-quality pedagogical delivery (Blomeke et al., 2015; Konig et al., 2022).

The correlation analysis between teachers' motivational strategies and pedagogical delivery, indicated by an R-value of 0.578 ($p < 0.05$, $\alpha = 0.05$), leads to the **rejection of the null hypothesis**. This finding shows that the quality of pedagogical delivery improves when teachers use good motivational strategies because motivated students will show more involvement, participation, and understanding during the teaching process (Salavacion et al., 2025; Costa & Reis, 2025). The result validates the Self-Determination Theory that says the use of instructional practices that accommodate autonomy, competence, and relatedness of learners can increase motivation and learning (Deci & Ryan, 2016). This means that motivation determines the extent to which students would be willing to work hard in learning processes in order to maximize the effects of pedagogical delivery.

Findings

The key observations of the study indicated that in content mastery, had an overall mean of 3.8568, which was interpreted as "always," indicating teachers were highly knowledgeable and consistently demonstrate the behavior or action. The findings show that the elementary teachers demonstrated a fairly consistent level of content mastery. This was indicative of excellent knowledge and expertise, along with the ability to present lessons clearly and meaningfully.

Conclusion

The study revealed that teachers perceived themselves as highly knowledgeable and consistently demonstrated the behavior or action in their content mastery, motivational strategies, and pedagogical delivery. Content mastery is set as a critical anchor for effective teaching because it has a major impact on teaching strategies and pedagogical delivery in teachers. Motivational strategies are key to powerful pedagogical delivery and include the need to create positive learning environments and engage students.

Recommendations

The researcher recommended the following suggestions based on the obtained findings:

1. Based on the concluded findings, it is suggested that school leaders should reinforce professional development initiatives taking a holistic approach in the area of mastering the content, motivational strategies, and pedagogical delivery.
2. Professional development providers are urged to develop the programs incorporating mastery content improvement and practical pedagogical delivery and motivational strategies.
3. The results of this research can be used by educational leaders and policymakers to develop policies and instructional models that can appreciate the cohesive value of mastering content, motivational strategies, and pedagogical delivery.
4. Future researchers are encouraged to gather secondary data based on participants' records in Classroom Observation Tool (COT) as well as Mean Percentage Scores (MPS) or Form 15 which could be credible and valid measures to determine the content mastery, motivational strategies, and pedagogical delivery of participants significantly.

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