

# THE IMPACT OF SUPPORTIVE LEARNING ENVIRONMENT ON STUDENT LEARNING MOTIVATION OF SENIOR HIGH SCHOOL STUDENTS

## ABSTRACT

**Aims:** To investigate the relationship between a supportive learning environment and the learning motivation of senior high school students at Tubod National High School in Davao Del Norte, Philippines.

**Study Design:** The study employed a quantitative, predictive correlational design, where the research explores how variations in the learning environment contribute to shifts in student motivation levels.

**Place and Duration of the Study:** Tubod National High School in Davao Del Norte, Philippines, between September up to December, 2023.

**Methodology:** The study involved senior high school students from grades eleven to twelve. Using Slovin's formula, the researchers selected 199 among the 378 senior high school students who rated the two adopted questionnaires. Participants were selected through stratified random sampling to ensure representation across both levels. Employing statistical treatments such as mean, standard deviation, and the Pearson Correlation Coefficient, the research analyzes the nuanced interplay between the supportive learning environment and student learning motivation. Utilizing carefully selected tools, namely the Students' Motivation Toward Science Learning (SMTSL) and Supportive Learning Environment for Expertise Development (SLEED-Q) questionnaires.

**Results:** Findings revealed a high level of supportive learning environments and student learning motivation. In terms of significant relationship, supportive learning environment and student learning motivation of senior high school students were found to have a moderately positive correlation.

**Conclusion:** With these findings, the Department of Education, policymakers, school heads, and teachers may offer professional developments to improve their teaching abilities and update themselves with current teaching techniques that could cater to different learning styles of students that are in line with current educational research. Finally, future researchers are encouraged to explore other factors and variables not included in the study that would improve the students' perceptions of support and how they affect their motivation to learn.

*Keywords: Supportive, Learning Environment, Student Learning Motivation, Senior High School*

## INTRODUCTION

It is imperative to establish a conducive environment that has the potential to increase motivation to learn, resulting in improved academic performance (Fitria, Syahrul, & Hasanah, 2023). Yet, the level of motivation among students is still devastating, which creates a serious problem both for teachers and students in the classroom, especially when the latter appear to have low self-confidence, high anxiety, and nervous

feelings towards learning. Moreover, students' willingness to learn the lesson is damaged when teachers show an unwelcome attitude towards students. Also, non-supportive classroom environments distract from students' eagerness to learn the lesson. Likewise, the scarcity of positive reinforcements, approval, and appreciation of students by teachers negatively influences motivation to learn (Dişlen, 2013).

However, a study proved that motivation energizes human beings and provides direction. Correspondingly, when the learner dreams of finishing and achieving something, he needs to be motivated. Additionally, the learner must have something to envision about the goal or objective he wishes to complete or gain. Moreover, one of the teacher's ultimate dreams is to have motivated learners who are willing to work hard and are inspired to add their own goals to those of the classroom. Also, collaborative learning will be promoted when learners have focus and concentration on the tasks, require less encouragement, endure difficulties and challenges along their journey to learn, and continue to motivate and encourage others in the classroom (Abbas, Lai-Mei, & Narjes, 2012).

In terms of student learning motivation, the Self-Determination Theory (SDT) developed by Deci and Ryan (2017) offers a more comprehensive viewpoint on student motivation. According to SDT, students who actively engage in learning processes, find learning valuable, and perceive a stimulating learning environment are likely to be more motivated. While the findings of the study presented by Pintrich (2016) on goal orientation and learning motivation, especially when it comes to aspects of performance goals and achievement goals, highlight how crucial it is to comprehend how students' goal orientations affect their learning practices and achievement.

In the meantime, the learning environment had an impact on students' motivation to learn. Wang and Degol's (2016) comprehensive review of the literature on school environments clarifies the nuanced elements of a supportive learning environment. They emphasized that a variety of factors, including safety, a feeling of community, and interpersonal relationships, are important components of a positive school environment. The importance of a supportive learning environment for students' general well-being, social development, willingness to learn, and academic achievement was underlined. The notion of a supportive learning environment is intimately tied to social and emotional learning (SEL), as mentioned in the study by Osher et al (2016), which provided evidence for this. They argue that to improve students' academic performance, schools must foster a supportive learning environment.

Thanks to Wang and Eccles, it is feasible to comprehend the dynamic relationship between academic engagement, motivation, and the school environment. Wang and Eccles (2016) claim that when students sense support in their learning environment, it has a favorable effect on their motivation to learn in class activities and achieve success. This is consistent with research by Eccles and Roeser (2016) that emphasizes the role that a school's supportive learning environment plays as a framework for adolescent development. Supportive environments provide the conditions for learning motivation, positive attitude toward learning, and a sense of competence, according to Eccles and Roeser.

In the Philippines, the primary thrust of policymakers all over the country focuses on how to support teachers in helping diverse learners master their thought-provoking subject content and acquire basic skills despite the increasingly sophisticated methods of teaching (Lucenario, Yangco, Punzalan, & Espinosa, 2016).

Moreover, at Tubod National High School, Nestor H. Ranera, Principal III, noticed that most of the students have a limited span of interest. Observations showed that most of the learners were not motivated, especially if the teacher handling the class could not meet their expectations. As he interviewed the concerned teachers, they said that most of the learners were preoccupied with other things on their minds, including the lack of a supportive learning environment. Further, he found out that the teacher's most frustrating aspect of their teaching is trying to get students motivated with their studies.

It is in the above context that the researchers were prompted to conduct the study on supportive learning environments and student learning motivation. Though there are studies on the association between the two variables as presented in the preceding paragraphs, the researcher has not come

across a similar study in a local setting, much more on the influence of this specific indicator in the supportive learning environment on student learning motivation.

## Theoretical Framework

The theoretical framework for this study draws heavily on the principles of Self-Determination Theory (SDT), posited by Ryan and Deci (2000). SDT offers a comprehensive lens to understand the intricate relationship between a supportive learning environment and student learning motivation. Supportive learning environments are grounded in several theories that highlight the importance of fostering a positive and conducive atmosphere for effective learning. Social Learning Theory, proposed by Albert Bandura, emphasizes the impact of observing and modeling the behaviors of others in a supportive context. Vygotsky's Sociocultural Theory underscores the role of social interactions and cultural influences in cognitive development, emphasizing collaborative learning and the Zone of Proximal Development.

Self-determination theory, developed by Deci and Ryan, posits that autonomy, competence, and relatedness are essential for intrinsic motivation and optimal learning outcomes. Additionally, Maslow's Hierarchy of Needs suggests that a supportive environment addressing basic needs enables higher-order learning. These theories collectively highlight the significance of interpersonal relationships, a sense of belonging, and the fulfillment of psychological needs in creating a supportive learning environment (Bandura, 1977; Vygotsky, 1978; Deci & Ryan, 1985; Maslow, 1943).

Meanwhile, student learning motivation is influenced by various psychological theories that provide insights into the factors driving engagement and achievement. Self-determination theory (SDT), proposed by Deci and Ryan (1985), asserts that motivation is fueled by the innate needs for autonomy, competence, and relatedness. Students are more motivated when they practice a sense of choice and control, feel competent in their abilities, and experience positive social connections within the learning environment.

Moreover, the Expectancy-Value Theory, developed by Eccles and Wigfield (2002), emphasizes the importance of students' expectations of success and the value they place on a task. According to this theory, motivation increases when students believe they can succeed in a task (expectancy) and find the task personally meaningful or valuable (value). Further, Attribution Theory, as outlined by Weiner (1985), explores how individuals attribute success or failure to various factors such as effort, ability, or luck. Understanding these attributions is crucial in shaping students' motivation, as they either be encouraged to persist through challenges or discouraged by a perceived lack of control over their outcomes.

In summary, a supportive learning environment, as informed by motivational theories, cultivates conditions that nurture intrinsic motivation and positive learning outcomes. The interplay between autonomy, competence, relatedness, expectancy, value, and attributions underscores the profound connection between a supportive environment and student learning motivation, ultimately contributing to shaping the dynamic process of learning motivation into a more meaningful and successful educational experience (Deci & Ryan, 1985; Eccles & Wigfield, 2002; Weiner, 1985).

In the context of Tubod National High School, an exploration of how the learning environment supports or hinders these basic psychological needs will be crucial. For instance, autonomy-supportive teaching practices, wherein students are given choices and opportunities for self-directed learning (Reeve, 2016), are expected to positively impact students' autonomy and, subsequently, their motivation.

The quality of teacher-student relationships is another crucial element influencing student motivation. Building on the works of Pianta (1999) and Hamre and Pianta (2001), a positive teacher-student relationship is characterized by warmth, support, and effective communication. In a supportive learning environment, students are more likely to feel a sense of relatedness, creating a conducive atmosphere for enhanced motivation. Therefore, this study will explore the extent to which teacher-student relationships contribute to the overall supportiveness of the learning environment at Tubod National High School.

In addition, Albert Bandura's Social Cognitive Theory provides a framework for understanding how observational learning and modeling influence behavior (Bandura, 1986). In the context of a supportive learning environment, peer interactions play a vital role in shaping students' perceptions and motivation. Positive peer relationships contribute to a sense of relatedness and social connection, reinforcing the motivational factors within SDT. Investigating the dynamics of peer interactions and their impact on student motivation aligns with the broader goal of comprehensively understanding the supportive learning environment.

Moreover, Resource-based learning theory, as outlined by Laurillard (2002), emphasizes the significance of educational resources in promoting effective learning. In a supportive learning environment, access to diverse and stimulating resources is expected to enhance students' competence and, consequently, their motivation. This theory will guide the examination of how classroom resources and facilities contribute to the overall supportiveness of the learning environment at Tubod National High School.

This theoretical framework, anchored in Self-Determination Theory, Teacher-Student Relationship Theory, Social Cognitive Theory, and Resource-Based Learning Theory, provides a comprehensive lens through which to investigate the impact of a supportive learning environment on student learning motivation at Tubod National High School. By examining the interplay of autonomy, competence, relatedness, teacher-student relationships, peer interactions, and educational resources, this study aims to contribute valuable insights to educational practitioners, policymakers, and researchers seeking to enhance the motivational experiences of senior high school students in Tubod National High School.

### Conceptual Framework

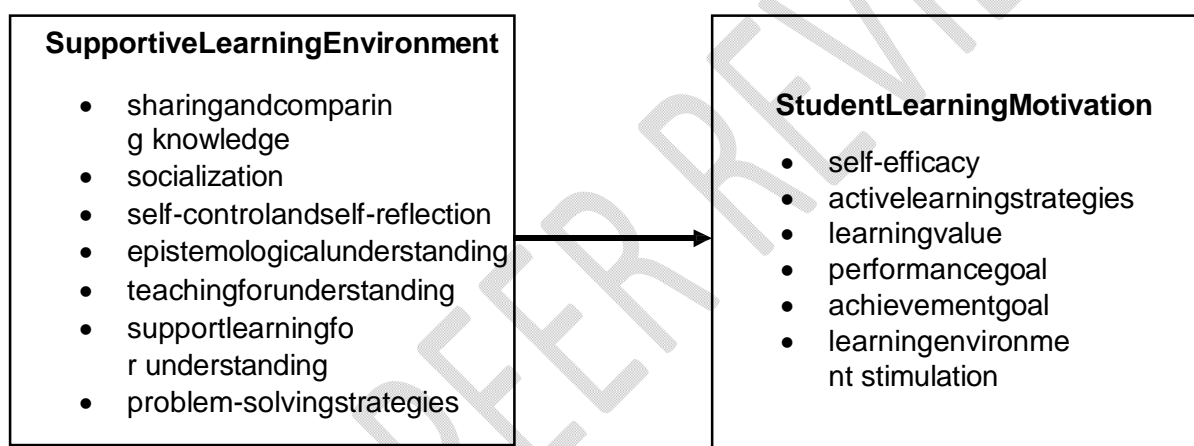


Figure 1. Conceptual Framework of the Study

This study aimed to examine the influence of the independent variable: supportive learning environment (x) on the dependent variable: student learning motivation (y). Supportive learning environment (x) is indicated by seven elements such as sharing and comparing knowledge, socialization, self-control, and self-reflection, epistemological understanding, teaching for understanding, support learning for understanding, and problem-solving strategies based on the Supportive Learning Environment for Expertise Development, the SLEED-Q. A sample of 586 secondary school students (14–18 years old) was used for validation. Both exploratory and confirmatory factor analyses were carried out. Examination of the fit indices indicated that the model seemed to fit the data well, with the goodness-of-fit coefficients being in recommended ranges. The SLEED-Q, consisting of seven factors with 30 items, the SLEED-Q has the potential as an instrument for examining how conducive learning environments are to the development of professional expertise in secondary school settings (Elvira, Beusaert, Segers, Imants, & Dankbaar, 2016).

Regarding the dependent variable: student learning environment (y), six components emerged such as self-efficacy, active learning strategies, learning value, performance goal, achievement goal, and learning environment simulation based on the developed questionnaire that measures students' motivation towards science learning (SMTSL). In total, 1407 junior high school students from central Taiwan, varying in grades, sex, and achievements, were selected by stratified random sampling to respond to the questionnaire. With the theories and definitions, there might be an impact of the independent variable: supportive learning environment (x) on the dependent variable: student learning motivation (y).

### Research Questions

This study ventured to identify the impact of the independent variable: supportive learning environment (x) on the dependent variable: student learning motivation (y). The following questions were considered for a thorough discussion:

1. What is the demographic profile of the respondents when grouped in terms of:
  - 1.1 sex;
  - 1.2 grade level;
  - 1.3 track;
  - 1.4 strand; and
  - 1.5 specialization?
2. What is the level of the supportive learning environment in terms of:
  - 2.1 sharing and comparing knowledge;
  - 2.2 socialization;
  - 2.3 self-control and self-reflection;
  - 2.4 epistemological understanding;
  - 2.5 teaching understanding;
  - 2.6 support learning for understanding; and
  - 2.7 problem-solving strategies?
3. What is the level of student learning motivation in terms of:
  - 3.1 self-efficacy;
  - 3.2 active learning strategies;
  - 3.3 learning value;
  - 3.4 performance goal;
  - 3.5 achievement goal; and
  - 3.6 learning environment stimulation?
4. What is the significant relationship between the supportive learning environment and the student's learning motivation?

### **Null Hypotheses**

1. There is no significant relationship between a supportive learning environment and student learning motivation.

### **METHODOLOGY**

This section presents and describes the method used in conducting the research which includes the research design, research locale, population and sample, research instruments as well as the data collection and statistical tools applied in the study.

### **Research Design**

This study used the quantitative non-experimental research design utilizing the correlational technique. Bhandari (2022) defines quantitative research as the procedure for gathering and examining numerical data. Finding trends and averages, generating hypotheses, examining causality, and extrapolating findings to larger populations are all possible with it. To find important associations, the descriptive correlation method proved a useful tool. Correlational research offers the opportunity to examine relationships between the variables under investigation.

In this paper, the researchers used a quantitative non-experimental research design to investigate the impact of supportive learning environment on students learning motivation, as well as the significant relationship between supportive learning environment on students learning motivation of senior high school students of Tubod National high School.

## Research Locale

Theselectedseniorhighschoolstudents ofTubodNationalHighSchool fromtheDivisionof Davao del Norte were involved in this study. This school was chosen given its larger population thatcouldcater

torespondentsfromgradeseleventotwelvelevelforaquantitativestudy.Besides, the senior high school was established in this range.



Figure 2. Research Locale

## Respondents of the Study

Theselectedseniorhighschoolstudents ofTubodNationalHighSchool fromtheDivisionof Davao del Norte were included as respondents of this study. Senior high school students were chosen since they could better answer the adapted questionnaire to determine the impact of a supportive learning environment on student learning motivation.

## Sampling Techniques

Using Slovin's formula to calculate the minimum sample size needed, the researchers selected one hundred ninety-nine (199) from three hundred seventy-eight (378) senior high school students. In selecting the participants, stratified random sampling was applied. According to Hayes (2022), stratified random sampling is a sampling method that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, researchers form strata based on individuals' shared attributes or characteristics. This school has smaller subgroups--the two (2) grade levels: Grade 11 and 12. Respondents from each grade level were randomly selected. All in all, there was a total of one hundred ninety-nine (199) respondents in this study.

## Statistical Treatments

Statistical approaches in the context of a correlational study investigated the interplay between learning environment and student motivation. In our exploration of the intricate relationships within our

correlational study titled "The Impact of Supportive Learning Environment on Student Learning Motivation of Senior High School Students of Tubod National High School" various statistical tools were employed, with a primary focus on the examination of correlation coefficients.

Mean was utilized as a fundamental measure to gauge the central tendencies of the variables—learning environment and student motivation—we drew inspiration from Frost (2023). This statistical tool allowed us to calculate the average scores for the learning environment and student motivation, providing an initial insight into the overall levels of these critical factors among senior high school students of Tubod National High School.

Standard Deviation was in conjunction with the mean, we employed the standard deviation—a valuable measure of spread, as discussed by Bhandari (2022). This statistical tool offered an nuanced understanding of the variability in our dataset, shedding light on how individual values for the learning environment and student motivation deviated from their respective means. This understanding is crucial for contextualizing the range and distribution of responses within our study population.

## Data Collection Procedure

A systematic procedure for gathering data was observed in this study. First, a letter to the school head was sent to ask for permission for the conduct of the study. Upon approval, the informed consent forms were distributed to the respondents. Then, the questionnaires were personally distributed and administered by the researchers. Afterward, the data were retrieved, collected, tallied, tabulated, and interpreted confidentially and accordingly.

## Research Instrument

In this study the methodological foundation relies on the utilization of two meticulously chosen questionnaires. These instruments are designed to uncover the nuanced relationships between the supportive learning environment (x) and student learning motivation (y) within the distinctive context of Tubod National High School.

The questionnaire evaluating the supportive learning environment draws inspiration from the Supportive Learning Environment for Expertise Development, the SLEED-Q. It consists of seven factors with 30 items, the SLEED-Q has potential as an instrument for examining how conducive learning environments are to development of professional expertise in secondary school settings (Elvira, Beausaert, Segers, Imants, & Dankbaar, 2016). By delving into these dimensions, the questionnaire offers a comprehensive insight into the factors influencing the perceived supportiveness of the learning environment among senior high school students.

To assess student learning motivation, researchers gain insights based on the developed questionnaire that measures Students' Motivation Toward Science Learning (SMTSL). This well-established instrument comprises 35 items, exploring cognitive and metacognitive strategies, goal orientation, and the intrinsic value of learning. It provides a nuanced evaluation of the diverse aspects influencing student motivation, contributing to a holistic understanding of the motivational forces driving senior high school students in their academic pursuits.

In summary, the incorporation of these carefully chosen questionnaires aims to provide a holistic understanding of the intricate interplay between the supportive learning environment and student learning motivation among senior high school students of Tubod National High School. Drawing on established studies, these adapted instruments ensure both the reliability and validity of our research measures, thereby contributing to the robustness of our correlational study.

## Ethical Considerations

In conducting this study, the ethical considerations of research were considered. These issues included informed consent, confidentiality, justice, and conflict of interest.

The process of gaining consent by voluntary participation, disclosure of the questions or subjects to be answered, and involvement of consent-capable individuals is known as informed consent. Accordingly, to take part in research, participants must be informed about the study, be able to understand the material, and have the option to accept or reject the offer of participation (Arifin, 2018).

Respondents gave their consent to participate in this study upon receipt of a comprehensive description of the methodology. They were told what would be expected of them, how the data would be utilized, and whether there would be consequences. The consent letter was given in person to the responders. Without coercion or damage, researchers awaited their consent to take part in the study.

When researchers take precautions to prevent their research subject's identity from being discovered by others, they are maintaining confidentiality. One important step in ensuring the security of personal data is maintaining confidentiality (Fleming & Zegwaard, 2018). By keeping their names private, the respondents' identities in this study were kept private.

Justice as a principle refers to fairness and an equal share. Avoiding the exploitation and abuse of respondents is one of this principle's most important and unique characteristics (Orb, Eisenhauer & Wynaden, 2001). The respondents' convenience time was respected during the data collection process, and they weren't coerced or mistreated into answering the questionnaires despite the inconvenience.

When researchers have concurrent financial, political, personal, and academic interests that could affect the study, this is known as a conflict of interest (Fleming & Zegwaard, 2018). The researchers positioned themselves outside of the respondents' responses to prevent this. They refrained from participating in the study to maintain objectivity.

## RESULTS AND DISCUSSIONS

The purpose of this study was to explore the impact of supportive learning environment and students learning motivation of senior high school students. The respondents of the study were 199 senior high school students of Tubod National High School, Davao del Norte.

### Level of Supportive Learning Environment

The purpose of this study was to explore the impact of supportive learning environment and student learning motivation. The respondents of the study were the public senior high school students. There were 93 (47%) male and 106 (53%) female senior high school students who were able to complete the survey. Thus, there were N = 199 complete cases for analysis

**Table 1. Student's Demographic Data**

Description	Group	Frequency	Percent
Sex	Male	93	47
	Female	106	53
Grade Level	Grade 11	67	34
	Grade 12	132	66
Track	TECHNOLOGY AND LIVELIHOOD EDUCATION	157	79
	GENERAL ACADEMIC STRAND	42	21
Strand	HOME ECONOMICS	13	7

	INDUSTRIAL ARTS	49	25
	AGRI-FISHERYARTS	51	26
	INFORMATION&COMMUNICATION TECH	44	22
	GENERALACADEMICSTRAND	42	21
Specialization	COOKERY	11	6
	DRESSMAKING	2	1
	ELECTRICALINSTALLATIONANDMAINTENANCE	49	25
	AGRICULTURALCROP PRODUCTION	51	26
	COMPUTERSOFTWARESERVICING	44	22
	GENERALACADEMICSTRAND	42	21

Speaking of grade level, 132 of the respondents were grade 12 students (66%) and 67 were grade 11 students (34%). In terms of senior high school track, 157 (79%) were taking Technology and Livelihood

Education and 42 (21%) were taking General Academic Strand. When it comes to Senior High school Strand, 13 (7%) were coming from home economics, 49 (25%) from industrial arts, 51 (26%) from agri-fishery arts, 44 (22%) from Information and communication technology, and 42 (21%) from general academic strand. Talking about specialization, 11 (6%) students specialized in cookery, 2 (1%) specialized in dressmaking, 49 (25%) specialized in electrical installation and maintenance, 51 (26%) specialized in agricultural crop production, 44 (22%) specialized in computer software servicing, and 42 (21%) specialized in general academic strand. Table 1 presents the demographic data.

### Level of Supportive Learning Environment

Table 2 displays the degree of supportive learning environment as reported by the students. The variable, "supportive learning environment of senior high school students," yielded an inclusive standard deviation of 0.56 and an overall mean of 4.08, of which was regarded as high. Teaching for understanding has the highest mean value of 4.29 (SD=0.50), followed by support learning for understanding with a mean of 4.21 (SD=0.56), then problem solving strategies with an accumulated mean of 4.15 (SD=0.65), epistemological understanding with a mean of 4.14 (SD=0.61), next is self-control and self-reflection which has a mean of 3.97 (SD=0.56), then the degree of sharing and comparing knowledge with an accumulated mean of 3.96 (SD=0.52), lastly, level of Socialization had an accumulated mean of 3.84 (SD=0.54).

**Table 2.**

*Summary on the Level of Supportive Learning Environment for Students*

Indicators	SD	Mean	Descriptive Equivalent
1. Sharing and comparing knowledge	0.52	3.96	High
2. Socialization	0.54	3.83	High
3. Self-control and self-reflection	0.56	3.97	High
4. Epistemological understanding	0.61	4.14	High
5. Teaching for understanding	0.50	4.29	Very High
6. Support learning for understanding	0.56	4.21	Very High
7. Problem solving strategies	0.65	4.15	High
<b>Category</b>	<b>0.56</b>	<b>4.08</b>	<b>High</b>

This result is in consonance to the study conducted by Wang and Degol (2016) that sheds light on the complex characteristics of a supportive learning environment. The current study's high overall mean is consistent with the idea that a supportive learning environment plays a critical role in determining

how well students perform. Wang and Degol argue that a supportive learning environment contributes to students' academic achievement, social development, and overall well-being. This was supported by study of Osher et al. They contend that motivating students and academic performance in schools requires creating a pleasant supportive learning environment. The current study's reported mean of 4.08 is consistent with the notion that a comprehensive educational experience is enhanced by a supportive learning environment that is marked by healthy interactions and emotional safety. The significance of SEL treatments and programs in establishing and maintaining healthy school settings is emphasized by Osher et al.

### Level of Student Learning Motivation

Shown in Table 3 is the level of student learning motivation in terms of self-efficacy, active learning strategies, learning value, performance goal, achievement goal, and learning environment stimulation. Results revealed that the dependent variable student learning motivation had obtained an overall mean of 4.04 and standard deviation of 0.52 were considered *high*. Moreover, the result showed that the indicator learning value had the highest mean of 4.38 (SD=0.50), while active learning strategies got a mean of 4.23 (SD=0.4), followed by learning environment stimulation with the mean of 4.08 (SD=0.49), next is performance goal with a mean of 3.62 (SD=0.8), followed by self-efficacy with a mean of 4.02 (SD=0.43), and achievement goal with mean of 3.9 (SD=0.49).

The findings presented are consistent with Pintrich (2016) on goal orientation and learning motivation, especially when it comes to the aspects of performance goal and achievement goal. Students generally place less emphasis on these indicators than other aspects of learning motivation, as indicated by their mean scores of 3.62 and 3.9, respectively. Pintrich's study highlights how crucial it is to comprehend how students' goal orientations affect their learning practices and results. The results of this study support the hypothesis that, in this specific situation, students may be more driven by motivational reasons other than performance and accomplishment goals.

**Table 3.**  
*Summary on Level of Student Learning Motivation*

Items	SD	Mean	Descriptive Equivalent
1. Self-efficacy	0.43	4.02	High
2. Active Learning Strategies	0.4	4.23	Very High
3. Learning Value	0.5	4.38	Very High
4. Performance Goal	0.8	3.62	High
5. Achievement Goal	0.49	3.9	High
6. Learning Environment Stimulation	0.49	4.08	High
<b>Category</b>	<b>0.52</b>	<b>4.04</b>	High

Moreover, the high mean ratings for learning value (4.38), active learning tactics (4.23), and stimulation of the learning environment (4.08) align with the significance of autonomy, competence, and relatedness as drivers of intrinsic motivation as highlighted by Self-Determination Theory. According to SDT, students who actively engage in learning processes, find learning valuable, and perceive a stimulating learning environment are likely to be more motivated. These conclusions are supported by the data from this study.

### Significance of the relationship between Supportive Learning Environment and Student Learning Motivation

The findings presented in Table 4 underscore the substantial relationship between Supportive

Learning Environment and Student Learning Motivation of senior high school students. The results of the statistical study showed a p-value of 0.002 and a Pearson-r value of 0.526.

A moderately positive correlation is indicated by a positive r-value of 0.527, meaning that when one variable rises, the other also tends to rise. Usually, a p-value of 0.002 is regarded as quite low. Given that the p-value in this instance is 0.002, which is much less than the 0.05 limit, the correlation that has been detected is statistically significant. This suggests a statistically significant somewhat favorable association.

Table 4.

*Significance of the relationship between the Supportive Learning Environment and Student Learning Motivation*

Variables Correlated	r	p-value	Decision on Ho	Decision on Relationship
Supportive Learning Environment and Student Learning Motivation	0.526	.002	Reject	Significant

The reported significance between a Supportive Learning Environment and Student Learning Motivation among senior high school students is consistent with existing research highlighting the critical

link between the learning environment and student motivation. The study of Eccles and Roeser (2016) highlights how important the school environment is as a framework for growth during adolescence. Their viewpoint supported by the current study's positive association, which indicates that students' learning motivation and involvement in the learning process are enhanced by a supportive learning environment. According to Eccles and Roeser, supportive environments offer the prerequisites for developing intrinsic motivation, good attitudes toward learning, and a sense of competence.

In addition, Wang and Eccles (2013) provide insights into the dynamic interplay between school context, achievement motivation, and academic engagement. Their findings are corroborated by the current study's reported association, which shows that student learning motivation is positively correlated with a supportive learning environment. According to Wang and Eccles, students' willingness to participate in class activities and pursue success is positively impacted when they feel that their learning environment is helpful.

## CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusion drawn from the implications of data and recommendations advanced by the researchers.

### Conclusions

Given the results of this investigation, the following conclusions were made:

1. The findings indicate that senior high school students perceive their learning environment as highly supportive. This perception encompasses various dimensions, including teaching for understanding, support learning for understanding, problem-solving strategies, epistemological understanding, self-control, self-reflection, sharing and comparing knowledge, and socialization.

2. The total mean scores for the components of student learning motivation were strong. These included self-efficacy, active learning strategies, learning value, performance objective, accomplishment goal, and learning environment stimulation. This shows that generally speaking, students are driven in all of these areas, with a focus on the significance of learning value, active learning techniques, and a stimulating learning environment.

3. The study suggests that a positive and supportive learning environment is associated with high

level of student learning motivation and positive perceptions of instructional practices. The emphasis on various dimensions of motivation indicates the complexity of factors influencing students' engagement with learning.

## **Recommendations**

Teachers can keep using a variety of efficient teaching techniques to accommodate students' varying learning preferences and styles, especially considering the high mean score for teaching for understanding. Given that the mean score for active learning strategies was high, educators ought to keep implementing activities that include students in the learning process and help them get a better comprehension of the material. Additionally, teachers may create a welcoming and encouraging environment in the classroom where students can freely share their ideas, pose questions, and work together with one another.

To help teachers improve their teaching abilities and keep current with cutting-edge teaching approaches, school administrators may offer chances for continuous professional development. Another is to put into practice and uphold school rules that place an emphasis on fostering an inclusive and happy learning environment that promotes student collaboration and pleasant social connections. Further, school administrators may initiate programs or interventions that particularly target and boost student motivation. These programs or treatments may address aspects of learning value, self-efficacy, and active learning practices.

Additionally, this study encouraged policymakers and representatives of the Department of Education to regularly examine and revise the curriculum to make sure it is in line with the best teaching practices and considers the various motivating requirements of students. Additionally, they might provide funds for teachers' ongoing professional development, with an emphasis on teaching methods that foster encouraging learning environments and are in line with recent educational research. Furthermore, they could allocate resources towards research projects and evaluations that investigate the efficacy of diverse pedagogical approaches and their influence on learners' motivation and academic achievements.

Aside from the recommendations above, future researchers are encouraged to undertake a comprehensive exploration of how contextual factors, encompassing cultural, socioeconomic, and regional influences, intricately shape the dynamics between a supportive learning environment and student motivation. This study should explore the complex interactions between cultural norms, values, and expectations to better understand how these factors shape students' perceptions of support and how they affect their motivation. Researchers should also closely examine how socioeconomic status affects the efficiency of support measures and access to resources in the learning environment. Researchers can identify patterns and distinctions that guide the customization of educational practices and policies for establishing supportive learning environments that successfully motivate students across a range of cultural, socioeconomic, and contextual factors by conducting comparative studies across diverse contexts and taking the intersectionality of these contextual factors into consideration.

## **Consent**

All authors confirm that written informed consent was obtained from the patient (or other authorized parties) for the publication of this case report and the accompanying images.

## **Ethical Approval**

All authors affirm that ethical standards were thoroughly adhered to throughout the study. The researchers have appropriately cited and credited all contributors to this research. Additionally, they diligently reviewed the articles and paraphrased the content accurately to convey the findings without altering their meaning.

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