Asian Journal of Education and Social Studies

Volume 50, Issue 7, Page 558-571, 2024; Article no.AJESS.118905
ISSN: 2581-6268

The Impact of Supportive Learning Environment on Student Learning Motivation of Senior High School Students

Analyn R. Regidor [a++*], Armida T. Vesmanos [a++] and Prima O. Deguito [a++]

[a] Department of Education, Schools Division of Davao del Norte, Philippines.

Authors' contributions

This work was carried out in collaboration among all authors. Author ARR analyzed the data, contributed to discussions on tables, figures, results, discussion, conclusion, and recommendations, and drafted, reviewed, and revised the manuscript. Author ATV focused on crafting the introduction, conducting literature searches, establishing the theoretical and conceptual framework, formulating research questions, formatting the paper, and organizing references. Author POD developed and discussed the methodology, including research design, research locale, selection of respondents, sampling techniques, statistical treatment, data collection procedures, research instruments, and ethical considerations. All authors read and approved the final manuscript.

Article Information

DOI: https://doi.org/10.9734/ajess/2024/v50i71487

Open Peer Review History:
This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: https://www.sdiarticle5.com/review-history/118905

Original Research Article

Received: 28/04/2024
Accepted: 01/07/2024
Published: 04/07/2024

ABSTRACT

Aims: To investigates 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.

[++] Teacher;
**Corresponding author: Email: analyn.regidor@deped.gov.ph;*

Cite as: *Regidor, Analyn R., Armida T. Vesmanos, and Prima O. Deguito. 2024. "The Impact of Supportive Learning Environment on Student Learning Motivation of Senior High School Students". Asian Journal of Education and Social Studies 50 (7):558-71. https://doi.org/10.9734/ajess/2024/v50i71487.*

Study Design: The study employed a quantitative, predictive correlational design, 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: The study examined the impact of a supportive learning environment on senior high school students' learning motivation. The findings revealed that the supportive learning environment had a high overall mean score of 4.08 (SD = 0.56), indicating that senior high school students believe their classroom provides a very supportive learning environment. Meanwhile, student learning motivation also scored high with a mean of 4.04 (SD = 0.52), suggesting that students are generally motivated to learn. Moreover, the statistical analysis showed a p-value of 0.002 and a Pearson r value of 0.526, indicating a statistically significant and moderately positive correlation between a supportive learning environment and student learning motivation. Therefore, to promote high levels of student motivation, the study emphasizes the significance of providing a supportive learning environment in the classroom.

Keywords: Supportive; learning environment; student learning motivation; senior high school.

1. INTRODUCTION

Education is an indispensable element in our lives because it transforms our personality in every way. It improves our cognitive power, talents, decision-making capacity, and other similar things allowing people to contribute to society's well-being [1]. And gearing towards quality education, motivation is one of the mental systems that drive human action that drives person and motivates them to attain their goals and act in a specific way in each situation [2]. Motivation is one of the fundamental aspects of getting attention among learners and teachers. Throughout the decades, the presence of motivation in the classroom setting has been the backbone of the learning process. However, 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 [3].

On the other hand, a supportive learning environment (SLE) can help students feel included, appreciated, and empowered. Unlike a regular classroom setting, an SLE focuses on the interactions between all students in the class. It promotes students to communicate with their teachers, freely discuss their ideas, and participate in future-oriented learning [4]. It is imperative to establish a conducive environment that has the potential to increase motivation to learn, resulting in improved academic performance [5]. In fact, the learning environment greatly impacts the development of students starting from the enthusiasm for learning, values, and even the personality of students where the student environment consists of the family environment, community, school, and friend environment where all of these things can support student achievement and attitudes in receiving learning, the environment is part of the support so that learning can run well and get maximum results [6]. According to Wang and

Degol [7], a positive environment for learning benefits students' general wellbeing, social growth, and academic success. This was supported by the research of Osher, Kidron, Brackett, Dymnicki, Jones, & Weissberg [8], who claimed that creating a warm and supportive learning environment is crucial to motivating students and raising academic achievement in the classroom.

According to Davidovitch & Dorot [9] student learning motivation is important in high school, a phase in the life of young people to improve their motivation for learning in the future, in academic studies, as both education systems-high school and academic education. Students' high degree of motivation in terms of accomplishment goals means that they feel fulfilled once they understand the course content, obtain high grades, solve difficult problems, and have their views recognized by their peers or teachers [10]. Moreover, Pintrich [11] discusses learning motivation and goal orientation, particularly in relation to performance and achievement goals. He emphasized the importance of understanding how students' goal orientations impact their learning behaviors and outcomes.

In terms of student learning motivation, the Self-Determination Theory (SDT) developed by Deci and Ryan [12] 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. According to Indrawan and Pratomo's [13] research, the learning environment influences student motivation. A comfortable atmosphere might take the form of a clean and tidy surroundings. Furthermore, a conducive learning environment will have an impact on students' minds during the learning process by improving student focus and memory.

In the Philippines, educators are expected to deal with unmotivated students, who may exhibit unwanted behaviors such as restlessness, a lack of concentration and feedback, and, yes, inappropriate classroom activities [14]. Moreover, at Tubod National High School the Principal 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 environment and student learning motivation. Though there are studies on the association between the two variables as presented in the preceding paragraphs, the researchers have not come across a similar study in a local setting, much more on the influence of the specific indicator in the supportive learning environment on student learning motivation.

1.1 Theoretical Framework

The theoretical framework for this study draws heavily on the principles of Self-Determination Theory (SDT), posited by Ryan and Deci [15]. 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 [16,17,18,19].

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 [18], 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 [20], 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, Perry, & Magnusson, (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 [18,20].

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 [21], 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 [22] and Hamre and Pianta [23], 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 [24]. 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 [25], 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.

1.2 Conceptual Framework

This study aimed to examine the influence of the independent variable: supportive learning environment (x) on the dependent variable:

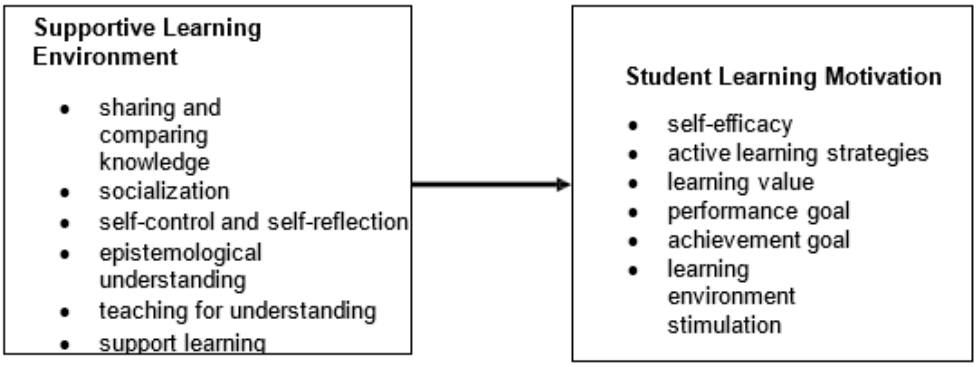

Fig. 1. Conceptual Framework of the Study

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 [26].

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 toward 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).

1.3 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. Is there a significant relationship between the supportive learning environment and the student's learning motivation?

Null Hypotheses

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

2. 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.

2.1 Research Design

This study used the quantitative non-experimental research design utilizing the correlational technique. Bhandari [27] 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.

2.2 Research Locale

The selected senior high school students of Tubod National High School from the Division of Davao del Norte were involved in this study. This school was chosen given its larger population that could cater to respondents from grades eleven to twelve level for a quantitative study. Besides, the senior high school was established in this range.

2.3 Respondents of the Study

The selected senior high school students of Tubod National High School from the Division of 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.

2.4 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 [28], stratified random sampling is a sampling method that involves the division of a population into smaller subgroups known as

Fig. 2. Research locale

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.

2.5 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 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 [29]. 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 [27]. This statistical tool offered a 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.

Pearson Correlation Coefficient is the most common method of calculating a linear correlation. It was used to measure the strength and direction of the relationship between two variables [30]. In utilizing this, the significant relationship between learning environment and student motivation were determined by the researchers.

2.6 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 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.

2.7 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 [26]. 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.

3. RESULTS AND DISCUSSION

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.

3.1 Demographic Profile of the Respondents

The purpose of this study was to explore the impact of supportive learning environments on student learning motivation. The respondents to the study were 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.

Speaking of grade level, 132 of the respondents were grade 12 students (66%) and 67 were grade 11 students (34%). Regarding the senior high school track, 42 students (21%) were enrolled in the General Academic Strand, while 157 students (79%) were pursuing Technology and Livelihood Education. 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. Table 1 presents the demographic data.

3.2 Level of Supportive Learning Environment

Table 2 displays the level of supportive learning environment reported by the students. The variable "supportive learning environment of senior high school students" produced an overall mean of 4.08, which was considered high, and an inclusive standard deviation of 0.56. 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), and lastly, the level of socialization had an accumulated mean of 3.84 (SD=0.54).

This result is in consonance with the study conducted by Wang and Degol [7], which 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. The research of Osher, Kidron, Brackett, Dymnicki, Jones, & Weissberg [8] corroborated this, arguing that fostering a welcoming and encouraging learning atmosphere is essential to inspiring students and improving academic achievement in the classroom. The current study's reported mean of 4.08 is in line with the idea that a safe, supportive learning environment characterized by positive relationships and emotional safety might improve a holistic educational experience.

3.3 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 an overall mean of 4.04 and a standard deviation of 0.52 and was 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 a mean of 4.08 (SD = 0.49), 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 a 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 goals and achievement goals. 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 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-fishery Arts	51	26
	Information & communication tech	44	22
	General academic strand	42	21
Specialization	Cookery	11	6
	Dressmaking	2	1
	Electrical installation and maintenance	49	25
	Agricultural crop production	51	26
	Computer software servicing	44	22
	General academic strand	42	21

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
Category	**0.56**	**4.08**	**High**

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
Category	**0.52**	**4.04**	High

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

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 [15]. These conclusions are supported by the data from this study.

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

The results shown in Table 4 highlight the correlation that exists between a supportive learning environment and senior high school students' learning motivation. The results of the statistical study ($r = .526$, $p < 0.05$) demonstrate that a supportive learning environment is significantly associated with higher levels of student learning motivation, with a moderate strength of correlation. The moderate correlation (Pearson $r = .526$) between supportive learning environments and the learning motivation of senior high school students suggests that as supportive learning environments increase, learning motivation also increases. This gives support to the idea that fostering a supportive learning environment in the classroom will increase students' motivation to learn. The study's findings were corroborated by Eccles and Roeser's [31] research, which emphasizes the significance of the school environment as a framework for growth throughout adolescence. Their viewpoint is 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 [32-39].

4. CONCLUSIONS AND RECOMMENDATIONS

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

4.1 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: 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 levels 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.

4.2 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.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

CONSENT AND ETHICAL APPROVAL

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.

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. 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. Justice plays a critical role in ensuring fairness, equity, and respect for all participants. Ethical research practices require that the benefits and burdens of research are distributed fairly among all participants. This principle is fundamental across various research disciplines, guiding the equitable distribution of both the benefits and burdens of research. 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. The researchers positioned themselves outside of the respondents' responses to prevent this. They refrained from participating in the study to maintain objectivity.

ACKNOWLEDGEMENTS

The authors wish to acknowledge the Department of Education and Tubod National High School for the successful completion of this research.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Yadav MK. Importance of Quality Education and Sustainable Development: An Indian Perspective; 2023.
   Available:https://www.ijfmr.com/papers/2023/4/444
2. Beck A. Motivation in education. Education. Education, Medical Education and Wellness; 2021.
   Available:http://brownemblog.com/blog-1/2021/6/8/motivation-in-education
3. Rone N, Guao NA, Jairol Jr M, Acedillo N, Balinton K, Saro J. Students' lack of interest, motivation in learning, and classroom participation: How to motivate them? Educational Psychology. 2023;7:636-645.
   Available:https://www.researchgate.net/publication/369370919__in_Learning_and_Classroom_Participation_How_to_Motivate_Them
4. Khine MS, Fraser BJ, Afari E. Structural relationships between learning environments and students' non-cognitive outcomes: Secondary analysis of Pisa data. Learn. Environ. Res. 2020;23:395–412.
   DOI: 10.1007/s10984-020-09313-2
5. Fitria MY, Syahrul P, Hasanah N. The Impact of a Conducive Learning Environment on Learning Motivation and Student Achievement in Vocational Schools; 2023.
   Available:file:///C:/Users/User/Downloads/125988842.pdf
6. Kurniawan F, Erita Y, Syahrir D, Khairunnisa V. The influence of the student's environment on students' learning motivation. Journal of Digital Learning and Distance Education. 2022;1(8):297-305.
   Available:http://doi.10.56778/jdlde.v1i7.58
7. Wang MT, Degol JL. School climate: A review of the construct, measurement, and impact on student outcomes. Educational Psychology Review. 2016;28(2):315-3
8. Osher D, Kidron Y, Brackett M, Dymnicki A, Jones S, Weissberg RP. Advancing the science and practice of social and emotional learning: Looking back and moving forward. Review of Research in Education. 2016;40(1):644-681.
9. Davidovitch N, Dorot R. The effect of motivation for learning among high school students and undergraduate students—a comparative study. International Education Studies. 2023;16(2).
   Available:https://files.eric.ed.gov/fulltext/EJ1390480.pdf
10. Sabanal G, Reputana K, Palwa S, Labandero C, Alimbon J. Motivation and academic performance of secondary students in science: A correlational study. Asian Journal of Science Education. 2023;5:20-29.
    DOI: 10.24815/ajse.v5i2.31668.
    Available:https://www.researchgate.net/publication/375442558
11. Pintrich PR. Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. Journal of Educational Psychology. 2016;108(3):544-555.
12. Deci EL, Ryan RM. Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications; 2017.
13. Indrawan J, Pratomo RR. Conflict Resolution Mechanisms in ASEAN: ASEAN as a Conflict Facilitator. Jurnal Ilmiah Hubungan Internasional. 2021; 17(2):172–185.
    Available:https://doi.org/10.26593/jihi.v17i2.3830.172-18
14. Escabillas VT, Ilustre RG. Motivation level of Filipino young learners in l2 learning on online distance learning: Language acquisition: Level of motivation, online distance learning, second language, research. Journal of World Englishes and Educational Practices. 2022;4.
    DOI: 10.32996/jweep.2022.4.1.2.
    Available:https://www.researchgate.net/publication/358599141
15. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist. 2000;55(1):68–78.
    Available:https://doi.org/10.1037/0003-066X.55.1.68
16. Bandura A. Self efcacy: Toward a unifying theory of behavioral change. Psychological Review. 1977;84(2):191–215.
    Available:https://doi.org/10.1037/0033-295X.84.2.191

17. Vygotsky LS. Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press; 1978.
18. Deci EL, Ryan RM. Intrinsic motivation and self-determination in human behavior. In Perspectives in social psychology. Plenum Press; 1985.
Available:https://doi.org/10.1007/978-1-4899-2271-7
19. Maslow AH. A theory of human motivation. Psychological Review. 1943;50(4):370–396.
Available:https://doi.org/10.1037/h0054346
20. Eccles JS, Wigfield A. Motivational beliefs, values, and goals. Annual Review of Psychology. 2002;53(1):109–132.
Available:https://doi.org/10.1146/annurev.psych.53.100901.135153
21. Reeve J. A self-determination theory perspective on student engagement. In Christenson SL, Reschly AL, Wylie C. (Eds.), Handbook of research on student engagement. Springer. 2012;149–172.
Available:https://doi.org/10.1007/978-1-4614-2018-7_7
22. Pianta RC. Enhancing relationships between children and teachers. American Psychological Association; 1999.
Available:https://doi.org/10.1037/10314-000
23. Pianta R. Student–Teacher Relationship Scale–Short Form. Lutz, FL: Psychological Assessment Resources, Inc; 2001.
24. Bandura A. Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc; 1986.
25. Laurillard D. Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies; 2002.
DOI: 10.4324/9780203160329
26. Elvira Q, Beausaert SR, Segers M, Imants J, Dankbaar B. Development and validation of a supportive learning environment for expertise development questionnaire (SLEED-Q). Learning Environments Research. 2016;19: 10.
DOI: 1007/s10984-015-9197-y
Available:https://www.researchgate.net/publication/283563133_Development_and_validation_of_a_Supportive_Learning_Environment_for_Expertise_Development_Questionnaire_SLEE D-Q
27. Bhandari R. Understanding standard deviation in statistical analysis. Journal of Statistics Education. 2022;30(1):45-55.
Available:https://doi.org/journal
28. Hayes S. Understanding stratified random sampling. Research Methods Knowledge Base; 2022.
Available:https://www.socialresearchmethods.net/kb/sampstrat.php
29. Frost R. Statistical Measures in Research; 2023.
30. Turney M. The Pearson Correlation Coefficient in Statistical Analysis; 2022.
31. Eccles JS, Roeser RW. Schools as developmental contexts during adolescence. Journal of Research on Adolescence. 2016;26(1):5-11.
32. Weiner B, Perry RP, Magnusson J. An attributional analysis of reactions to stigmas. Journal of Personality and Social Psychology. 1988;55(5):738–748.
Available:https://doi.org/10.1037/0022-3514.55.5.738
33. Isah, Usman, Syed Mohamad Syed Abdullah. Roles of school counsellors as career developers and learning motivators in Nigerian secondary schools. Journal of Education, Society and Behavioural Science. 2023;36(7):47-54.
Available:https://doi.org/10.9734/jesbs/2023/v36i71235
34. Magsalin, Camille Nadine. Community language learning in tertiary-level teachers. Asian Journal of Education and Social Studies. 2023;48(1):78-88.
Available:https://doi.org/10.9734/ajess/2023/v48i11041
35. Kember D, Ho A, Hong C. Characterising a teaching and learning environment capable of motivating student learning. Learning Environments Research. 2010;13:43-57.
36. Cayubit RF. Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. Learning Environments Research. 2022;25(2):581-99
37. Arifin SRM. Ethical Considerations in Qualitative Study; 2018.
Available:https://doi.org/10.31436/ijcs.v1i2.82
Available:https://journals.iium.edu.my/ijcs/index.php/ijcs/article/view/82
38. Fleming J, Zegwaard K. Ensuring confidentiality in educational research.

Journal of Educational Leadership, Policy, and Practice. 2018;33(2):78-95.

39. Principles of Clinical Ethics and Their Application to Practice. Medical Principles and Practice; 2020.

Peer-review history:
The peer review history for this paper can be accessed here:
https://www.sdiarticle5.com/review-history/118905