

## **Attitudinal Motivation in Language Learning and Student Engagement: The Mediating Effect of Effective Teaching**

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### **ABSTRACT**

The study aimed to determine the mediating effect of effective teaching on attitudinal motivation in language learning and student engagement. A descriptive correlational survey was used in this quantitative investigation. Stratified random sampling was also used to determine the number of respondents. As a result, it was administered to 308 respondents who took Filipino subjects in the second semester of the Academic Year 2019-2020 at a private university in the city of Koronadal. A Google Form was utilized to gather data, and the following statistical tools: mean and standard deviation, Pearson Product Moment Correlation, and Sobel z test, as well as a mediation technique, were used. According to the findings, respondents exhibited a high level of attitudinal motivation to learn a language. Also, the study demonstrates that the respondents frequently displayed high levels of student engagement in various areas. Surprisingly, the university's Filipino teachers have been acknowledged as having a high level of effective teaching. There was also a significant association found between the variables in this investigation. As a result of this significant association, effective teaching has been discovered to partially mediate between students'

attitudinal motivation in language learning and student engagement.

**Keywords:** *attitudinal motivation in language learning, student engagement, effective teaching, mediating effect, Philippines.*

## INTRODUCTION

Professionals fluent in the Filipino language, whether in writing or orally, are in high demand in today's fast-paced world. Students, unfortunately, need help acquiring a language, particularly the Filipino language. According to Riaan (10), everyone, especially students, suffers from a lack of motivation. Furthermore, Tesch et al. (887) suggest that there could be two reasons pupils struggle to learn in any subject. External factors that determine social conditions, on the other hand, and internal factors exhibit no motivation in classroom work (Al-Muslawi & Hamid, p.26).

Poor school performance is caused by pupils with low self-confidence, failure to achieve their goals in the classroom, and a lack of parental support, according to studies such as those conducted by Greate School (18). It has been demonstrated that a child's lack of motivation prevents them from learning a language effectively. This is because motivation is essential when learning a second language. In the context of second language learning, Gardner (10) describes motivation as an individual's desire to learn a language. This is because, in the study of a second language, motivation is crucial. Gardner (p. 10) defines motivation in the context of second language learning as an individual's desire to acquire a language to enjoy the experience in each activity. Successful language learning is accompanied by effective student engagement. Student engagement means enthusiasm to participate in any learning process. It is given the care to learn, spontaneous participation

in learning, and the desire to be successful (Bomia et al., p. 294). Thus, it is said that when the level of interaction of students within the school is high, they learn more. According to Alexander et al. (87), children's first day of school begins with vigor, but in the long run, it decreases due to various factors. Therefore, students without interaction are those who do not want to go to school, are often not listened to, and whose needs are not met; these are why they want to leave school (Baroutsis et al., p.125).

Although there has been a lot of research on motivation in language acquisition and student engagement, as well as motivation and effective teaching, this study focused on the relationship between motivation and student engagement and the mediating effect of effective teaching. It also looked into whether or not good instruction enhances students' motivation to learn the language. The researcher considered quick learning about it critical because students' requirements fluctuate and must be met. The purpose of this study, regardless of the outcome, is to increase students' motivation to learn a language, particularly the Filipino language.

## **METHOD**

This study aimed to analyze the link between two or more variables; hence, the descriptive correlational survey was performed. As a result, it was administered to 308 respondents who took Filipino subjects in the Second Semester of the Academic Year 2019-2020 at a private university in the city of Koronadal. This study aimed to see if effective teaching has a mediating effect on the relationship between attitudinal motivation in language learning and student engagement.

According to Elsevier (201) in Burns and Grove, descriptive research is intended to present a picture of a situation as it occurs naturally. The Sobel z-test was used in this

study's mediation analysis to further determine each variable's effect, as was done by Preacher et al. (20). To determine the level of attitudinal motivation in language learning, student engagement and effective teaching, the mean was employed. Meanwhile, Pearson r was utilized to discover the relationship between behavioral motivation in language learning, student engagement, and effective teaching. Meanwhile, the Sobel z test for mediation analysis were used to determine the mediating effect of effective teaching on the relationship between attitudinal motivation in language learning and student engagement.

## RESULTS AND DISCUSSION

The level of attitudinal motivation in language learning is seen in Table 1. It received a mean of 4.18 and a standard deviation (SD) of .465 from the five indicators, indicating that its overall level is high; hence, students are always motivated to learn languages.

Table 1  
Level of Attitudinal Motivation in Language Learning

Indicator	Mean	SD	Descriptive Level
Intrinsic Motivation (Self-confidence)	4.14	.642	High
Integrative Orientation	4.07	.651	High
Instrumental Orientation	4.20	.578	Very High
External Motivation	3.95	.643	High
External Motivation (Teacher and Student's Peer)	4.53	.486	Very High
Overall	4.18	.465	High

Two of the five indicators in this variable obtained a very high descriptive level. As a result, the respondents' motivation for language learning is constantly visible. External motivation (teacher and student's Peer) received a mean of 4.53 and an SD of .486, while instrumental orientation received a mean of 4.20 and an SD of .578, respectively. Meanwhile, three of these indicators had a high descriptive level, indicating that this form of motivation is common in language acquisition, according to respondents. On the other hand, internal motivation (self-confidence) gained a mean of 4.18 and an SD of .465; integrative motivation with a mean of 4.07 and an SD of .642; external motivation with a mean of 3.95 and an SD of .643.

As a result, the study discovered that external motivation (instrumental orientation) and external motivation (teacher and student's peer) significantly impacted language learning, reaching very high levels. A closer examination reveals that external and internal motives play a more significant role in students' learning of the Filipino language. According to Ng et al. (98-97), students' external motivation is shown when achieving excellent grades is viewed as essential in learning, when praise is not inherent in personal learning, or when the reward is weightier than learning itself.

Mastering the Filipino language is vital for the respondents' personal development; when they can communicate fluently in Filipino, they receive positive feedback from others. Furthermore, mastering the Filipino language provides individuals with a sense of accomplishment. Likewise, the mean scores for students' internal and external motivation did not differ. Internal motivation, therefore, directly impacts students' learning practices, as proven by the study of Tokan et al. (8).

The findings of this study back up those of Rehman, Sheikh, Bibi, and Nawaz (254–258), who emphasized

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motivation as a critical factor in second language learning for students. They discovered that passion for learning a second language had the same predictive ability as student success in a second language (Kozaki & Ross, p. 1328).

Table 2 shows the level of student engagement as an independent variable in this research. Student engagement received an overall mean of 3.97 and an SD of .369. This indicates that the descriptive level is high, and respondents frequently encounter interaction while learning a language. On the other hand, behavioral engagement had a mean of 3.91 and an SD of .398.

Table 2  
Level of Student Engagement

Indicator	Mean	SD	Descriptive Level
Behavioral	3.91	.398	High
Cognitive	4.07	.396	High
Emotional	3.92	.452	High
Overall	3.97	.369	High

Furthermore, cognitive engagement had a mean of 4.07 and an SD of .396; emotional engagement had a mean of 3.92 and an SD of .452. As a result, both received a high descriptive level, indicating that respondents were frequently engaged.

In their study, students' high behavioral interactions and interactions with their classmates have similar relationships with other students, according to Nguyen, Tuan Dinh, et al. (166). As a result, students' peers play an essential role in their behavioral involvement throughout validation. This shows that

the teacher should pay close attention to activities to encourage students to interact with their peers.

According to Wytykowska, Agata, and Anna Gabiska (350), in their investigation of the effect of emotion, promotion vs. prevention, focus, and feedback on cognitive interaction, they discovered that pleasant feelings are a beneficial impact on promotion orientation and student interaction. When there are pleasant emotions in the setting, pupils are more inclined to engage in cognitive interaction.

Students are more interested in their learning, according to DeVito (16), when they understand the teacher's goals and can participate in any class decision. The same author's study also discusses the usefulness of the teaching approach and instructional strategies in enabling students to participate more actively. The studies also showed that using educational technology to engage pupils in classroom activity increases their attention.

As a result of their study on the emotional interaction of Finnish students, Wang, Ming-Te, et al. (58) revealed that students are dissatisfied with their schoolwork and are unable to comprehend the importance of learning. Emotional interaction and anxiety in the classroom also have a variety of academic and psychological consequences. The study's findings emphasized the importance of examining positive and negative emotional processes to understand better emotional interaction and how it affects students' development.

The level of effective teaching as a mediating variable in this study is shown in Table 3. This variable has the highest descriptive level among the nine (9) indicators, with a mean of 4.40 and an SD of .420. This implies that their teacher has always demonstrated successful classroom instruction.

Table 3 shows that respondents were consistently presented with expressed questions about effective teaching. Learning gained a mean of 4.23 and an SD of .432; enthusiasm with a mean of 4.51 and an SD of .455; organization with a mean of 4.306 and an SD of .495; group interaction with a mean of 4.53 and an SD of .484; rapport with the mean of 4.36 and an SD of .512; extent of learning with the mean of 4.37 and an SD of .505; tests with the mean of 4.40 and SD of .514; assignments with the mean of 4.35 and SD of .549; overall characteristic of an effective teacher gained the mean of 4.46 and the SD .565.

Table 3  
Level of Effective Teaching

Indicator	Mean	SD	Descriptive Level
Learning	4.23	.432	Very High
Enthusiasm	4.51	.455	Very High
Organization	4.38	.495	Very High
Group Interaction	4.53	.484	Very High
Rapport	4.36	.512	Very High
Extent of Learning	4.37	.505	Very High
Evaluation	4.40	.514	Very High
Assignment	4.35	.549	Very High
Overall Characteristic	4.46	.565	Very High
Overall	4.40	.420	Very High

This study's results clearly show the effectiveness of the language lecturers at this university. Moreover, as proof, this study's results have a very high descriptive level. In their research, Ghonji et al. (115) discovered that effective teaching necessitates the proper integration of time and space variables. According to this study, the most significant compilation is the lesson plan; most of the study also emphasizes the importance

of design in constructing its quality. There also exists the issue of teaching abilities. This is likewise essential in communicating effectively in both written and oral language.

The study, supporting Paolini and Allison (33), shows that the best student-centered teachers use simple interventions such as being creative in curriculum design, interacting with students, providing time for student consultations, being approachable, using a variety of instructional materials, using timely material, being knowledgeable in the depth of understanding rather than breadth of understanding, and being knowledgeable in the depth of understanding rather than breadth of understanding. Moreover, competent teacher also considers their students' needs.

Table 4 shows the results of the correlation analysis of the variables. The correlation between student engagement and attitudinal motivation, student engagement and effective teaching, and attitudinal motivation and effective teaching is represented in this table.

There is a significant correlation between attitudinal motivation in language learning and students' engagement, with  $r = 0.628$  and  $p 0.05$  derived from the independent variable to the non-independent variable. As a result,  $H_0$  must be rejected because the two variables have not correlated.

Attitudinal motivation, on the other hand, has a strong relationship with student contact in language learning. According to Saeed & Zyngier (p. 256), each level of motivation is linked to the level of interaction, so pupils who lack motivation are more likely to rebel. Externally motivated students interact with respect and complete tasks on time, while internally motivated students engage in actual interaction.

Table 4  
Analysis of the Relationship of the Variables

Pair	Variable	Coefficient Relation	P Value	Decision on Ho
	Student			
IV and DV	Engagement and Attitudinal	0.628	0.000	Reject
	Motivation			
	Student			
IV and MV	Engagement and Effective	0.529	0.000	Reject
	Teaching Effective			
MV and DV	Teaching and Attitudinal	0.508	0.000	Reject
	Motivation			

Furthermore, the correlation coefficient (0.05) from the independent variable to the mediating variable indicates a significant correlation between attitudinal motivation in language learning and effective teaching. This implies that Ho must be rejected due to a significant correlation between the variables.

Only a significant association of factors was found based on the correlation between student engagement and effective teaching. Stephenson et al. (10) found that interaction, as measured by the Learner Engagement Instrument (LEI), significantly correlates with effective teaching in their study *"The Relationship between Learner Engagement and Teaching Effectiveness: A Novel Assessment of Student Engagement in Continuing Medical Education."* Because there is such a strong link between student engagement and effective teaching, a

language instructor must emphasize interactive activities so students can learn more effectively.

Teachers with excellent skills have a more significant opportunity to engage students in teaching-learning, according to a study by Harbor, Kristin, et al. (5). Because student engagement is a powerful predictor of long-term learning achievement. As a result, students who engage in academic learning are more likely to succeed academically and socially.

Meanwhile, the result ( $r = 508$ ,  $p 0.05$ ) reveals a significant correlation between effective teaching and attitudinal motivation in language learning in the final analysis of the mediation variable association with non-independent variables. This also implies that  $H_0$  should be rejected since the variables correlate significantly.

Zhang's (44-56) study validates that a teacher's perspective, curiosity, and readiness to learn about their subject can impact students' motivation to learn. According to the findings, an instructor's excitement in the classroom is an efficient mediator in students' internal motivation.

In the study of Rahimi, Mehrak, and Fatemeh Hosseini Karkami, teachers are less authoritarian (57). The same writers discovered that they commend and reward students for good behavior. Furthermore, effective teaching, student motivation, and learning achievement have all been connected to disciplinary methods. Teachers who engage in any activity and use a recognition strategy are considered effective teachers, but teachers who use a punishment strategy are labeled ineffective teachers, according to path analysis.

Table 5 shows the data on the mediating effect of effective teaching on the relationship between attitudinal motivation in language learning and student engagement. From the first step,

Path C shows a significant effect in the variable “student engagement towards attitudinal motivation in language learning,” which has  $B = 0.791$  and  $SEB = 0.056$ . Then, the

Table 5  
Mediating Effect of Effective Teaching on the Relationship  
Between Attitudinal Motivation in Language Learning and  
Student Engagement

Step	Path	Beta (Unstandardized)	Standard Error	Beta (Standardized)
Step 1	C	0.791	0.056	0.628
Step 2	A	0.602	0.055	0.529
Step 3	B	0.269	0.056	0.243
Step 4	c'	0.629	0.064	0.500

next step shows that in Path A, there is a direct effect of variable student engagement and mediating variable - effective teaching that obtained ( $B = 0.602$ ,  $SEB = 0.055$ ) means there is a significant correlation between the variables. The third step performed on the regression of the variables presented in Path B shows the direct effect of the mediating variable effective teaching attitudinal motivation on language learning. This obtained  $B = 0.269$  and  $SEB = 0.056$ , indicating a significant correlation between variables. The three steps' results reveal a significant correlation between each variable. The final step performed was on Path C, which utilized multiple regressions; there is, therefore, a direct effect of students' engagement and attitudinal motivation in language learning using the mediating variable effective teaching demonstrated by the result  $B = 0.629$ ,  $SEB = 0.064$ . This means there is partial mediation

because students' engagement remained significant despite mediation.

As a result, it is demonstrated in this study that there is partial mediation between effective teaching and attitudinal motivation in language learning, as well as between effective teaching and student engagement. The findings also corroborate Kenny and Baron's hypothesis that partial mediation occurs when (X) stays significant [(e.g., both (X) and (M) show a link to (Y))]. This further demonstrates that, despite the mediation of successful teaching, students' attitudinal motivation and interaction have grown significantly. As a result, the  $H_0$  was rejected in this study since there was no significant link between behavioral motivation in language learning and student interaction when the mediating effect of effective teaching was used.

According to Anjomshoa et al. (136), motivation is a complex and challenging concept. Furthermore, researchers believe that psychologists and instructors should develop motivational teaching models to put theory into classroom practice. They recognize, however, that each student's motivation is influenced by their surroundings and opportunities. As a result, they are categorized as flexible rather than fixed. As a result, teachers significantly impact students' motivation (137).

## **CONCLUSION AND RECOMMENDATIONS**

The researcher identified an essential relationship between this study's three variables: student engagement and attitudinal motivation in language learning, student engagement and effective teaching, and effective teaching and behavioral motivation in language learning. In addition, the coefficient relationship data reveal an intensive relationship between each. Furthermore, effective teaching partially mediates the

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relationship between attitudinal motivation in language learning and student engagement.

The three theories used in this study can be linked to Ryan and Deci's Self-Determination Theory (SDT) and Schlechty's Student Engagement Continuum, which assert that when teachers demonstrate excellence in their teaching, they are motivated to motivate and engage their students. Thus, their students' enthusiasm and involvement are two aspects that rely on the language teacher's performance. Students' involvement is strengthened when they are enthusiastic about learning due to the teacher's suitable method and plan.

Because of the high descriptive level of student motivation in language learning and student engagement which manifests that it is frequently observed in students, the researcher suggests that administrators implement practical applications, particularly in curriculum planning, to improve the quality of teaching to take into account the arousal of students' attention to communication and interaction. Additionally, students should be allowed to participate in any activity that demonstrates how learning relates to future achievement or long-term goals. Students also ought to take part in team-building activities.

Therefore, based on the very high descriptive level of effective teaching in the concerned university, it can be inferred that students always see the effectiveness of their teachers and how they keep utilizing strategies, methods, and activity programs to maintain high levels of motivation and engagement of students using effective instruction. Moreover, since the study was conducted in a private university, it is

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suggested that the future researcher have a comparative study on the same research in private and public institutions after the pandemic.

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