Effective Teaching, Student Engagement, Classroom Learning Environment: A Structural Model of Motivation in Learning the Filipino Language

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ABSTRACT: The lack of motivation in language learning has led to insufficient time for students to learn their native or second language. This study investigates the structural relationship between effective teaching, student engagement, classroom learning environment, and motivation in learning the Filipino language among 400 senior high school students in private schools across various provinces in Region XI. A quantitative correlational research method utilizing a Structural Equation Model was employed, with data collected through four administered questionnaires. Data analysis included mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis. Findings revealed that effective teaching and the classroom environment were consistently rated as very high, while student engagement was rated as high. The study demonstrated a significant relationship between the three independent variables and the endogenous variable of students' motivation to learn the Filipino language. Notably, the classroom learning environment emerged as the only independent variable with a significant effect on motivation, surpassing the impact of student engagement and effective teaching. Among the three models tested, the third model was identified as the most suitable based on goodness-of-fit indices. These findings provide valuable insights for designing interventions to enhance motivation and learning outcomes in Filipino language education. Such initiatives are essential for improving the quality of education (SDG-4) that aligns with the United Nations (UN) Sustainable Development Goals, ensuring students are better equipped to engage with their linguistic heritage.

KEYWORDS: Classroom Learning Environment, Effective Teaching, Motivation in   Learning the Filipino Language, Student Engagement, Quality Education (SDG -4), Philippines

INTRODUCTION

The lack of motivation in language learning has caused students to dedicate insufficient time to learning their native or second language. According to Marcela, one reason is the lack of personal interest, future benefits, and the difficulty of the language, which contributes to the student's lack of motivation in language studies. Similarly, the research of Yilmaz and Sahan (1–13) revealed that the absence of adequate incentives, linguistic challenges, apathy, and prejudices negatively affect their motivation. This was further supported by Chuanon, Chaisiri, and Nilubol's assessment (39), which found that students generally exhibit a low integrative motivation to learn a language. Ye's research (203) also noted that secondary students' intrinsic and extrinsic motivation to learn a language are not significantly influenced (Ismiyati, Yanti, & Dinata, 184– 189).

 Motivation plays a significant role in students' academic performance and future aspirations in language learning. In simple terms, without motivation, students are lifeless in class (Azar & Tanggaraju 323–333). This view is supported by Chang and Lin (574), who stated that learning motivation generates individual interest in learning. Napil and Franca (40-59) also suggested that when students are motivated to use the Filipino language daily, they become more fluent in communication. Gardner and Lambert (43–63) found that integrative motivation fosters higher language proficiency through deeper cultural connections beyond merely acquiring linguistic skills, as students wish to interact with the culture and community of the target language.

 Studies have shown that effective teaching positively correlates with students' motivation to learn a language (Kafi & Motallebzadeh 135–143), including teaching strategies and learning styles (Mochklas, Ngongo, Sianipar, Kizi, Putra, & Al-Awawdeh, 60–70). According to Hennebry-Leung and Xiao (30–56), teachers who understand the individuality of their students, including their characteristics, are better equipped to adjust teaching methods to strengthen motivation and self-confidence. Similarly, Pradini, Maman, and Nurmala (1413–1430) advocated the Quantum Teaching method, which significantly enhances language skills by creating a comfortable, enjoyable environment and fostering interaction between teachers and students. Student engagement also plays a crucial role in language learning motivation, showing positive correlations (Ghelichli, Seyyedrezaei, & Seyyedrezaei, 1–19). Active classroom participation fosters increased engagement and time dedicated to language learning (Ramos 12–25; Cruz & Villanueva 23–35). Classroom activities (Santos 45–60), collaborative learning (Ramos 78–89),

and participatory approaches (De Leon 150–165) similarly promote a positive relationship with students' motivation to learn a language.

In the classroom learning environment, student unity, teacher support, equality, focus, cooperation, and task orientation are linked to students' motivation (Amiryousefi, Mohammad, Amirian, & Ansari, 27–56). Teachers' ability to create effective environments and foster communication significantly impacts students' learning motivation (Dahliana 75–87). Additionally, managing a constructivist learning environment and teachers' creativity strongly predict student motivation in language learning (Corsino, Lim, & Reyes, 01–09).

Overall, the three dimensions of classroom learning environments—teacher support, task orientation, and equitable treatment—are associated with students' motivation to learn a language (Veloo, Yang, Kaur, & Singh, 54–59). This study is grounded in Self-Regulation Theory (Zimmerman, 1980), which describes learning as a process initiated and guided by students to achieve educational goals systematically. This theory encompasses goals such as task performance, monitoring, modification, maintaining participation in instruction, information processing, connecting new knowledge with prior knowledge, fostering learning beliefs, and strengthening social interaction in the learning environment.

This study also draws from Cognitive Load Theory (Sweller, 1980), emphasizing the importance of managing cognitive load in learning. This theory suggests that effective teaching designs and environments that promote germane cognitive load improve learning outcomes and motivation in language classrooms. Additionally, the Self-Determination Theory (Deci & Ryan, 1980) highlights the role of autonomy, competence, and relatedness in enhancing intrinsic motivation. Language learners engaged in tasks aligned with their interests and supported by their peers and teachers are likelier to persist in learning. Expectancy-Value Theory (Eccles & Wigfield, 1980) emphasizes the significance of perceived ability, task value, and expected outcomes in motivating behavior.

This study's conceptual framework examines the relationship between three exogenous variables—effective teaching, student participation, and classroom learning environment—and the endogenous variable, motivation to learn Filipino. Despite existing studies on effective teaching, student participation, and classroom learning environments, there is still a gap in research focusing on structural models linking these factors in Filipino language learning.

Through developing and testing a structural model of motivation, this research aims to deepen our understanding of how these factors collectively influence student motivation and learning outcomes in Filipino language education. Addressing this research gap is crucial for designing interventions to enhance motivation and promote successful language learning. Thus, this study aims to identify the levels of effective teaching, student engagement, classroom learning environments, and motivation to learn Filipino. It also investigates the relationships between these factors and determines which variable most strongly predicts motivation. Lastly, the study identifies the most appropriate model for senior high school students' motivation to learn Filipino. This study aims to examine and address several objectives. First, the level of effective teaching should be determined with indicators such as learning, enthusiasm, organization, group interaction, individual rapport, breadth, exams, assignments, and overall. Second, it evaluates the level of student engagement through indicators like behavioral engagement, cognitive engagement, and emotional engagement. Third, the study aims to assess the level of the classroom learning environment by examining factors such as persistence in a major, general statement, personal statement, values and beliefs, and efforts.

Furthermore, the study investigates the level of motivation among senior high school students in learning the Filipino language, focusing on intrinsic motivation, extrinsic motivation, and motivation. It also seeks to establish the relationship between effective teaching and motivation in learning the Filipino language, student engagement, and motivation, as well as the classroom learning environment and motivation. Lastly, the study aims to identify the variable with the most influence as a predictor of motivation in learning the Filipino language and determine the most suitable model for motivating senior high school students to learn the Filipino language.

This study has the following hypotheses, validated based on the results obtained from the collected data. First, effective teaching significantly influences the motivation to learn the Filipino language. Second, student participation significantly influences the motivation to learn the Filipino language. Lastly, the classroom learning environment significantly influences the motivation to learn the Filipino language.

The results of this study contributed to the global literature and the quality of education (SDG-4), aligning with UNESCO's Sustainable

Development Goal. It also served as a basis for countries that value their native or national language. Additionally, it provided insights into the factors that caused students to lose motivation to learn their native language. The study's results offered ideas on motivating strategies to maintain students' interest in learning. The findings will help teachers address the factors hindering students' motivation to learn the Filipino language. This study aims to equip teachers with knowledge or ideas on utilizing modern resources to strengthen students' motivation to learn the Filipino language. For Senior High School (SHS) students, this study identified the strengths and weaknesses of their motivation or interest in learning the Filipino language amidst the challenges of the times. The

study has significant implications for schools in enhancing students' enthusiasm to value the Filipino language, which they can use in any field.

Through this, schools can produce students who are knowledgeable, skilled, interested in communication, and proud to use their native language. Above all, it emphasizes the role of school administrators in addressing the needs of teachers, enhancing their capabilities to improve the teaching of the Filipino language, and inspiring students to prioritize learning their native language—a heritage from our ancestors that defines our identity. Overall, this study serves as a foundation for future researchers to continue conducting studies related to the influence of popular culture, reading interests, and the use of social media on students' motivation to learn their native language, Filipino. Through this, teachers can be better informed and gain ideas on possible styles, strategies, and appropriate approaches to maintain students' motivation to learn the

Filipino language.

METHOD
Research Respondents
In the study conducted by the researcher, Senior High School students from private schools were selected. The researcher chose four hundred (400) students from various private secondary schools in Region XI: 87 from Davao City, 34 from Davao Oriental, 83 from Davao del Norte, 18 from Davao de Oro, 10 from Davao Occidental, and 55 from Davao del Sur. The respondents were selected through random sampling. According to the Webster Dictionary, random sampling is a technique in which each sample has an equal probability of being selected. Furthermore, it is the most convenient method for gathering data from the overall population. The Raosoft calculator was used to compute the total population of students. As a result, any data obtained from the respondents will remain confidential. The researcher highly values the identities of the respondents.

Only officially enrolled Senior High School (SHS) students from private schools within Region XI participated in the study. Students not enrolled or studying in private schools, those not Senior High School students, students from public schools, and those outside Region XI were not included as respondents. Participation in the survey was not mandatory for the chosen respondents; thus, they were free to decline to answer the survey.

Research Instrument
This study utilized adapted questionnaires developed by various researchers. These instruments were used to accurately measure different aspects of effective teaching, student engagement, classroom learning environment, and motivation in learning the Filipino language.

The study used a questionnaire adapted by Jimaa (2013) in their research titled Students' Rating: Is it a Measure of an Effective Teaching or Best Gauge of Learning? This questionnaire contained 35 items answered by the respondents to measure the effective teaching level accurately. The indicators included learning, enthusiasm, organization, group interaction, individual rapport, breadth, assessments, assignments, and overall effectiveness. Another adapted questionnaire was developed by Delfino

(2019), based on their research titled Student Engagement and Academic Performance of Students of Partido State University. This questionnaire consisted of 40 items answered by the respondents to measure the level of student engagement. The indicators included behavioral engagement, cognitive engagement, and emotional engagement.

The study also used an adapted questionnaire developed by McGhee, Lowell, and Lemire (2007) from their research titled The Classroom Learning Environment (CLE) Questionnaire: Preliminary Development. This questionnaire contained 28 items that respondents answered to measure the learning environment in the classroom. Indicators included effort, values and beliefs, personal positive statements, general positive statements, and persistence in a major. For the endogenous variable—motivation in learning the Filipino language—an adapted questionnaire was used from Ye's (2021) study titled EFL Learning Motivation Differences of Chinese Junior Secondary School Students: A Mixed-Methods Study. This questionnaire contained 21 items answered by the respondents to assess their motivation in learning Filipino. Indicators included intrinsic motivation, extrinsic motivation, and motivation of SHS students in private secondary schools.

This study utilized a scale to determine the range of the mean. A score of 4.20-5.00, or the highest level, indicates that effective teaching, student engagement, and the classroom learning environment are consistently agreed upon at all times. A score of 3.40-4.19, or a high level, signifies that effective teaching, student engagement, and the classroom learning environment are agreed upon 7-9 times out of 10 occasions. A score of 2.50-3.39, or a moderate level, implies that effective teaching, student engagement, and the classroom learning environment are uncertainly agreed upon. Meanwhile, a score of 1.802.59, or a low level, indicates that effective teaching, student engagement, and the classroom learning environment are disagreed upon 7-9 times out of 10 occasions. Lastly, a score of 1.00-1.79, or the lowest level, signifies that effective teaching, student engagement, and the classroom learning environment are not always agreed upon.

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Design and Procedure

This study is a non-experimental quantitative descriptive research utilizing a correlational and causal-comparative design. The descriptive design was used to describe the state of the situation during the research period and to examine the causes of specific problems. According to Creswell and Creswell, descriptive research provides detailed and accurate descriptions of people, events, or situations without altering variables or testing hypotheses. This type of research often employs surveys, observations, or case studies to gather data. In the correlational design, the relationship between variables was examined. This research employed a method to determine the level of relationship between two or more variables using data collection and analysis. A structural equation model (SEM) was also used to assess the variables' interaction.

The descriptive aspect of the study was analyzed using quantitative data gathered from the participants' responses. The quantitative design focused on numerical analysis of data collected through questionnaires. This research aimed to highlight the teaching capability model, theories, and hypotheses related to the problem. Empirical data were used to identify the relationships and levels of measurement among the variables. The Structural Equation Model (SEM) was utilized to ensure the integrity of the research. The following steps were carried out: Identifying the model, Data collection, Model estimation, Model evaluation, and Model modification, if necessary. If the hypothesized model was rejected based on statistical results, an alternative model fitting the data was developed.

After experts validated the questionnaire, formal permission was sought from the Dean of the Professional School. School principals of private schools in Region XI provided approval for the study. The questionnaire was prepared and distributed to 400 senior high school students taking Filipino subjects. While the questionnaires were being answered, the researcher supervised the process to ensure the respondents answered truthfully. Once completed, the questionnaires were collected, and the data were recorded in the research table. The statistical methods used for this study were the following: Mean, to determine the level of teaching effectiveness, student participation, classroom learning environment, and motivation in learning the Filipino language. Pearson-r Correlation is used to examine significant relationships between variables. Multiple Regression to determine the significant influence of teaching effectiveness, student participation, and classroom environment on students' motivation to learn the Filipino language. SEM (Structural Equation Modeling) is used to derive the best and most appropriate model for the study. The Analysis of Moment Structure (AMOS) obtained goodness-of-fit statistics.

In examining the research ethics, the researcher emphasized the proper acknowledgment of information sources to avoid plagiarism and ensure the appropriateness of each data point. This study was subjected to a thorough review by the University of Mindanao Ethics Review Committee (UMERC) under Protocol No. 2024-342, which upheld essential principles such as voluntary participation, privacy and confidentiality of respondents, and an explicit informed consent process. The researcher also ensured that the study was free from fraud, data fabrication, or conflicts of interest, and all references were cited correctly using MLA 7th Edition.

Software tools such as Grammarly and Turnitin were used to review grammar and check for plagiarism to maintain high quality. In conducting the survey, the researcher personally visited the respondents to complete the required data collection. The research did not provide direct incentives to respondents but aimed to uphold the quality of education by improving teaching and learning for teachers and students. The researcher also ensured that the respondents were among those who would benefit from the study's results. Regarding authorship, the contributions of the adviser and colleagues were duly recognized at each stage of the research, resulting in meaningful content aligned with the study's objectives.

RESULTS AND DISCUSSION

Effective Teaching

Table 1 shows the level of effective teaching, with a mean score of 4.34 and a standard deviation of 0.53, which is the highest level, indicating that teachers consistently demonstrate effective teaching at all times. All indicators achieved the highest mean scores. Among these, the enthusiasm indicator obtained a mean score of 4.44 with a standard deviation 0.57. This is followed by two indicators with identical mean scores but different standard deviations: group interaction had a mean score of 4.38 with a standard deviation of 0.61, and overall teaching quality had a mean score of 4.38 with a standard deviation of 0.63. The organization indicator achieved a mean score of 4.37 with a standard deviation of 0.59, while individual rapport scored a mean of 4.33 with a standard deviation of 0.62. Assignment scored a mean of 4.32 with a standard deviation of 0.68, exams scored 4.30 with a standard deviation of 0.65, learning outcomes had a mean score of 4.29 with a standard deviation of 0.57, and lastly, breadth achieved a mean score of 4.25 with a standard deviation of 0.63. These findings indicate that senior high school students from private schools consistently observe each indicator.

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Table 1. Level of Effective Teaching

Indicators	SD	Mean	Descriptive Level
Learning	0.57	4.29	Very High
Enthusiasm	0.57	4.44	Very High
Organization	0.59	4.37	Very High
Group Interaction	0.61	4.38	Very High
Individual Rapport	0.62	4.33	Very High
Breadth	0.63	4.25	Very High
Examinations	0.65	4.30	Very High
Assignments	0.68	4.32	Very High
Overall	0.63	4.38	Very High
Overall	**0.53**	**4.34**	**Very High**

The level of effectiveness reflects the highest rating, indicating that teachers consistently demonstrate effective teaching in all instances. This suggests that the current teaching strategies and methodologies are effective and provide positive student experiences. However, it remains important to identify aspects of teaching that may contribute to slight differences in respondents' perspectives, as shown by the standard deviation. Maintaining best practices, providing additional training for teachers, and regularly monitoring feedback are recommended to ensure the continuous improvement of teaching quality. Focusing on areas that require intervention will help sustain and further enhance the effectiveness and quality of education.

The results align with the Al Haj et al. (420-426) study, which found that effective teaching is closely linked to well-planned instruction that positively impacts learning, such as ensuring content understanding, appropriate materials, and suitable strategies. Kunter et al. (1-15) also stated that teacher enthusiasm is one of the most effective teaching strategies, as it captures attention, increases motivation, and improves students' academic performance. Furthermore, excellent organization in teaching leads to more effective learning by strengthening student participation and reducing time wasted on unrelated activities (Reynolds & Muijs).

Collaborative learning and group interaction are essential in fostering critical thinking and participation, as they encourage learning from peers with diverse perspectives (Johnson & Johnson 5-18). Gay's research also shows that effective teaching is achieved when teachers connect content to students' individual experiences, enhancing participation and comprehension. Regular assessments are equally crucial for monitoring student progress and identifying areas for improvement since effective teachers use assessments to guide their instruction (Black & Wiliam 11-27). Cooper et al. also suggest that homework enhances classroom learning and can motivate students to learn when used correctly.

Student Engagement
Table 2 shows the level of student engagement, with an overall mean
score of 3.99 and a standard deviation of 0.47, indicating a high level of frequent observation. Based on the results, all indicators achieved high levels, with behavioral engagement scoring a mean of 4.04 and a standard deviation of 0.48, emotional engagement scoring a mean of 3.99 and a standard deviation of 0.55, and cognitive engagement scoring a mean of 3.94 and a standard deviation of 0.50. This suggests that each indicator is agreed upon 7-9 times out of 10.

Table 2. Level of Student Engagement

Indicators	SD	Mean	Descriptive Level
Behavioral Engagement	0.48	4.04	High
Cognitive Engagement	0.50	3.94	High
Emotional Engagement	0.55	3.99	High
Overall	**0.47**	**3.99**	**High**

The high mean student engagement score indicates that most students actively and enthusiastically participate in class activities. However, the standard deviation of 0.47 suggests slight variability in engagement, possibly due to motivation, interest, or teaching methods. Strengthening strategies to ensure a more uniform level of participation is recommended, such as employing diverse interactive activities and identifying barriers that may hinder full participation for some. Continuous assessment and understanding of student needs are crucial to maintaining and enhancing high levels of participation in the future. The results align with the study of Fredricks et al. (218-250), which found that students actively participating in discussions and class activities exhibit higher levels of learning and achievement, often resulting in better grades and positive teacher feedback. A study by Reeve and Shin (70-85)

highlighted the interconnection between behavioral, cognitive, and emotional engagement, showing that these three aspects are interconnected and progress in one aspect supports the development of others.

Specifically, Wang and Holcombe (1-24) demonstrated that students with high levels of cognitive participation are more capable in exams and better understand complex concepts; the use of learning strategies, such as metacognition, helps to elevate the level of cognitive engagement. Skinner and Pitzer's study (880-895) also supports these findings, emphasizing that emotional participation significantly impacts students' overall learning experience. Those who feel positive emotions in their lessons tend to participate more and achieve better academic success, particularly when they have positive relationships with their teachers and classmates.

Classroom Learning Environment

Table 3 shows the level of the classroom learning environment, with an overall mean score of 4.23 and a standard deviation of 0.56, categorized as the highest level. This indicates that SHS (Senior High School) students consistently agree upon the classroom learning environment. Four of the five indicators achieved the highest level, while one attained a high level. For those with the highest level, the personal positive statements indicator had a mean score of 4.28 and a standard deviation of 0.64; effort scored a mean of 4.25 with a standard deviation of 0.65; values and beliefs had a mean of 4.23 and a standard deviation of 0.62; and overall positive statements scored a mean of 4.22 with a standard deviation of 0.56. These indicators were consistently observed. Meanwhile, the Persistence in Major indicator achieved a high level with a mean score of 4.15 and a standard deviation of 0.69, indicating that it was agreed upon 7-9 times out of 10 instances.

Table 3. Level of Classroom Learning Environment

Indicators	SD	Mean	Descriptive Level
Persistence in Major	0.69	4.15	High
General Statement	0.56	4.22	Very High
Personal Statement	0.64	4.28	Very High
Values and Beliefs	0.62	4.23	Very High
Efforts	0.67	4.25	Very High
Overall	**0.56**	**4.23**	**Very High**

This indicates that students are delighted with their classroom as an environment conducive to their learning. However, the standard deviation of 0.56 shows slight differences in students' perspectives, which may stem from varying factors such as the physical condition of the classroom, teacher interactions, or organizational abilities. Thus, this implies the need to ensure continuous improvement of the physical and emotional aspects of the learning environment to provide a more equitable experience for students. Regular assessment and adjustments to classroom conditions are essential to maintain and further enhance its satisfaction and effectiveness as a learning space. The results are consistent with the study by Baker and Rudd (740-755), which highlighted the influence of various classroom environment elements on student participation. They found that a positive environment fosters higher levels of student success. Similarly, learning in core areas, such as teaching methods and curriculum implementation, positively influences student achievement (Pianta et al. 481-494). Moreover, using positive statements and teacher encouragement in the classroom enhances student motivation and self-confidence, creating a supportive learning environment that increases participation and overall satisfaction (Skinner & Belmont 43-54). Teachers providing personal positive feedback improves students' sense of belonging and self-worth, as well as their emotional engagement and motivation to excel in their studies (Deci & Ryan 227-268).

Teachers' and students' values and beliefs also play a critical role in shaping the classroom environment. A meta-analysis by Li et al. (513-535) shows that fostering shared values builds a sense of community and collaboration, essential for effective learning. Additionally, adapting teaching practices to align with students' values enhances their motivation and perspective on learning. Ultimately, research by Yeager et al. (153-171) demonstrates a strong correlation between students' effort and the learning environment, indicating that classrooms emphasizing effort and a growth mindset motivate students to work harder and persevere through challenges, resulting in higher academic performance and resilience.

Motivation for Learning the Filipino Language

Table 4 shows the level of motivation in learning the Filipino language, with an overall mean score of 4.15 and a standard deviation of 0.56, categorized as high, indicating agreement 7-9 times out of 10 instances. All indicators achieved a high level, where intrinsic motivation had a mean score of 4.17 and a standard deviation of 0.62, extrinsic motivation scored a mean of 4.14 with a standard deviation of 0.65, and overall motivation scored a mean of 4.13 with a standard deviation of 0.74. This demonstrates that all indicators were agreed upon 7-9 times out of 10.

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Table 4. Level of Motivation in Learning Filipino Language

Indicators	SD	Mean	Descriptive Level
Motivation	0.74	4.13	High
Extrinsic Motivation	0.65	4.14	High
Intrinsic Motivation	0.62	4.17	High
Overall	**0.56**	**4.15**	**High**

This indicates that students have a high interest and enthusiasm in learning the Filipino language, but the standard deviation of 0.56 suggests slight variations in their motivation. Personal interest, teacher experiences, or teaching method variations may cause these differences. This implies the need to enhance further strategies to ensure equitable motivation among all students. Developing interactive and creative activities anchored to their interests and providing more personalized support can help sustain and increase motivation in learning the Filipino language.

The high level of motivation in learning the Filipino language aligns with the study of Park and Lee (34-60), which showed that extrinsic motivation, such as grades and course completion at the start, and intrinsic motivation, such as personal interest in the language or culture, resulted in more extraordinary perseverance and long-term class participation. This is supported by the studies of Ahmed and Tanaka (89-112) and Zhou (123-145), which found that students with high intrinsic motivation experienced better overall performance and outcomes in language learning.

Even extrinsic factors, such as exam pressure or job requirements, temporarily increase students' motivation to learn a language (Hernandez & Liu 67-89; Ahmed & Tanaka 89-112)—however, their motivation declines once these pressures are removed. Combining intrinsic motivations helps sustain it (Hernandez & Liu 67-89). Additionally, based on the Self-Determination Theory (SDT) in language learners, it was found that those who exhibited autonomy and self-direction demonstrated high intrinsic and extrinsic motivation— supportive environments that allow for self-goal setting foster longer-lasting motivation (Kim 98-120).

Significant Relationship Between Effective Teaching and Motivation in Learning the Filipino Language

Table 5.1 shows the significant relationship between effective teaching and motivation in learning the Filipino language, with an overall result of r-value = .635 and a corresponding p-value = .000, significantly lower than the .05 level.

Table 5.1. Significant Relationship Between Effective Teaching and Motivation in Learning the Filipino Language

Effective Teaching	Motivation for Learning Filipino Language			
	Motivation	Extrinsic Motivation	Intrinsic Motivation	Overall
Learning	.502[**] .000	448[**] .000	.488[**] .000	**576[**] .000**
Enthusiasm	.529[**] .000	418[**] .000	.469[**] .000	**569[**] .000**
Organization	.545[**] .000	418[**] .000	.486[**] .000	**582[**] .000**
Group Interaction	.476[**] .000	392[**] .000	.468[**] .000	**535[**] .000**
Individual Rapport	.536[**] .000	393[**] .000	.485[**] .000	**568[**] .000**

Breadth	.516** .000	414** .000	.486** .000	**568** .000**
Examinations	.505** .000	393** .000	.457** .000	**545** .000**
Assignments	.490** .000	360** .000	.421** .000	**511** .000**
Overall	.461** .000	364** .000	.427** .000	**502** .000**
Overall	**.585** .000**	**461** .000**	**.536** .000**	**635** .000**

Set in this study. Hence, the null hypothesis was rejected in favor of the alternative hypothesis, indicating a significant relationship between effective teaching and motivation in learning the Filipino language among SHS (Senior High School) students. This means that when effective teaching is high, motivation to learn the Filipino language is also high.

The results showed a significant relationship between effective teaching and motivation in learning the Filipino language among SHS (Senior High School) students studying in private schools. This aligns with the study of Kafi and Motallebzadeh (135-143), which found a positive correlation between students' motivation in language learning and teaching strategies as well as learning styles (Mochklas, Ngongo, Sianipar, Kizi, Putra, & Al-Awawdeh, 6070). Hennebry-Leung & Xiao (30–56) further stated that teachers who

understand the individuality of their students, including their personality traits, can adjust their teaching methods to address the needs of their students and enhance their motivation and self-efficacy in language learning. Meanwhile, Pradini, Maman, and Nurmala (1413–1430) suggested that the Quantum Teaching method significantly impacts language skills by creating a comfortable, enjoyable environment and strengthening interactions between teachers and students.

Significant Relationship Between Student Participation and Motivation in Learning the Filipino Language

Table 5.2 shows the significant relationship between student participation and motivation in learning the Filipino language, where the overall result achieved an r-value = .695 with a corresponding p-value = .000, significantly lower than the .05 level set in this study. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis, indicating a significant relationship between student participation and motivation in learning the Filipino language. This means that when students' level of participation is high, their motivation to learn the Filipino language is also high.

Table 5.2 Significant Relationship Between Student Participation and Motivation in Learning the Filipino Languag

Engagement	Motivation for Learning Filipino Language Student			
	Motivation	Motivation Extrinsic	Intrinsic Motivation	Overall
Behavioral Engagement	471** .000	514** .000	578** .000	**621** .000**
Cognitive Engagement	451** .000	596** .000	606** .000	**655** .000**
Emotional Engagement	511** .000	546** .000	561** .000	**645** .000**
Overall	**520** .000**	**599** .000**	**630** .000**	**.695** .000**

The relationship between student participation and motivation in learning within the context of language education shows a positive correlation (Ghelichli, Seyyedrezaei, & Seyyedrezaei, 1-19), which reflects similar findings as presented in Table 5.2. It is suggested that active participation (Ramos 12-25) and (Cruz & Villanueva 23-35), classroom activities (Santos 45-60), collaborative learning (Ramos 78-89), and participatory approaches (De Leon 150-165) demonstrate a positive connection, motivating students to dedicate time to learning the language. Furthermore, Ghelichli et al. (43-57) stated that motivation in language learning and each dimension of student participation, with cognitive engagement having the strongest correlation, are closely linked.

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Significant Relationship Between Classroom Learning Environment and Motivation in Learning the Filipino Language
Table 5.3 presents the significant relationship between the classroom learning environment and motivation in learning the Filipino language among senior high school students, with an overall r-value of .733 and a p-value of .000, significantly lower than the .05 level set in this study. Thus, the null hypothesis was rejected in favor of the alternative hypothesis, indicating a significant relationship between the classroom learning environment and motivation in learning the Filipino language among SHS students.

Table 5.3 Significant Relationship Between Classroom Learning Environment and Motivation in Learning the Filipino Language

Environment	Motivation in Learning Filipino Language Classroom Learning			
	Motivation	Extrinsic Motivation	Intrinsic Motivation	**Overall**
Persistence in Major	531** .000	393** .000	429** .000	**546** .000**
General Statement	539** .000	606** .000	630** .000	**706** .000**
Personal Statement	642** .000	441** .000	475** .000	**630** .000**
Values and Beliefs	571** .000	543** .000	581** .000	**677** .000**
Efforts	636** .000	486** .000	525** .000	**664** .000**
Overall	**668** .000**	**559** .000**	**599** .000**	733** .000

This means that when the classroom learning environment is high quality, students' motivation to learn the Filipino language is also high. This study showed that the classroom learning environment is significantly related to the motivation to learn the Filipino language among SHS students from private schools. These findings align with the study of Veloo, Yang, Kaur, and Singh (54-59), which revealed that the classroom learning environment positively correlates with students' motivation to learn a language across three dimensions: teacher support, task orientation, and equitable treatment.

Furthermore, Amiryousefi, Mohammad, Amirian, and Ansari (27-56) stated that aspects of the classroom environment, such as student cohesion, teacher support, equality, focus, cooperation, and task orientation, are associated with students' participation and motivational state. Similarly, Dahliana's study (75-87) emphasized that a teacher's ability to create an effective environment and foster communication influences students' motivation in the learning process. Corsino, Lim, and Reyes (01-09) also suggested that classroom management skills within a constructivist learning environment and teachers' creativity strongly predict students' motivation to learn a language.

Significant Influence of Effective Teaching, Student Engagement, and Classroom Learning Environment on Motivation in Learning the Filipino Language Table 6 presents the influence of Effective Teaching, Student Engagement, and Classroom Learning Environment on Motivation in Learning the Filipino Language. The regression model is significant, as shown by the Fvalue of 189.208 with a corresponding p-value of .000. Thus, the null hypothesis

Table 6 Significant Influence of Effective Teaching, Student Engagement, and Classroom Learning Environment on Motivation in Learning the Filipino Language

Motivation in Learning Filipino Language					
(Variables)		B	β	t	Sig.
Constant		.453		2.741	.006
Effective Teaching		.059	.056	.993	.321
Student Engagement		.389	.328	6.748	.000
Classroom Learning Environment		.447	.444	7.039	.000
R	.767				
R2	.589				
ΔR	.586				
F	189.208				
ρ	.000				

is rejected, indicating that at least one variable significantly predicts motivation in learning the Filipino language. Furthermore, the R² value of .589 means that 58.9% of the variance in the motivation to learn the Filipino language among senior high school students in private schools is explained by the predictor variables: effective teaching, student participation, and classroom learning environment. This implies that the remaining 41.1% of the variance can be attributed to other factors beyond these three. The findings revealed that the classroom learning environment has the highest standard coefficient with a beta of .444, indicating that it significantly influences the motivation to learn Filipino among senior high school students in private schools. This is followed by student participation with a beta of .328 and effective teaching with a beta of .056.

Based on the results, the classroom learning environment significantly impacts students' motivation to learn the Filipino language. These findings align with Wang's study (65-80), which highlights that classroom factors such as teacher support and peer interaction significantly enhance students' motivation to learn a second language. Similarly, a supportive classroom environment increases student motivation and improves language learning outcomes (Nguyen 12-24). Zhang and Liu (459–471) also suggested that interactive classroom practices focused on engaging students encourage active participation in language learning activities. Reyes (32–48) stated that a positive classroom climate significantly improves students' motivation to learn languages through practices such as collaborative learning and mutual respect. Moreover, Alves and Pereira (345–362) emphasized that an organized and well-structured classroom environment increases student motivation in language learning. Additionally, Martinez (102–115) highlighted that a stimulating and resource-rich classroom environment positively impacts students' motivation to learn languages.

Most Fit Model for Motivation in Learning the Filipino Language

This section examines the relationship between the variables in the study. Three models were developed to determine the most suitable motivation for learning the Filipino language among senior high school students in private schools. The models were evaluated based on the provided fit indices, which served as the criteria for accepting or rejecting the model. Table 7 presents the results of the goodness-of-fit measures for Generated Model 3. The results show that all model fit values successfully met the standards set by each index: CMIN/DF < 2, GFI, CFI, NFI, TLI > 0.95, and RMSEA < 0.05 with P-Close > 0.05.

Table 7 Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	7.795	.771	.850	.832	.829	.130	.000
2	.000	3.419	.873	.947	.928	.939	.078	.000
3	.102	1.387	.967	.994	.980	.992	.031	.993

Legend: CMIN/DF – Chi Square/Degrees of Freedom   NFI – Normed Fit Index
GFI – Goodness of Fit Index   TLI – Tucker-Lewis Index
RMSEA – Root Mean Square of Error Approximation   CFI – Comparative Fit Index

The results align with the standards set by Arbuckle (1999), emphasizing that CMIN/DF should be less than 2, and the Tucker-Lewis Index (TLI),
Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be greater than 0.95. Furthermore, the RMSEA and P-Close values are supported by MacCallum, Browne, and Sugawara (1996), indicating that values of 0.01, 0.05, and 0.08 represent excellent, sound, and acceptable fits, respectively, with P-Close exceeding 0.05.

As shown in the table, Model 3 achieved a p-value of .102, CMIN/DF of 1.387, a goodness of fit index (GFI) of .967, a comparative fit index (CFI) of .994, a normed fit index (NFI) of .992, a Tucker-Lewis index (TLI) of .994, an RMSEA of .033, and a P-Close of .980. All exogenous variables are a suitable part of the optimal model for motivation in learning the Filipino language among senior high school students in private schools in Region XI.

The Generated Structural Model 1 shows the direct relationship between the endogenous and exogenous variables. As shown in Table 8, student participation is strongly represented by its factors, with the highest beta value of .430, followed by the classroom learning environment (beta = .365) and effective teaching (beta = .011). However, Table 8 also indicates that the exogenous variables—effective teaching, student engagement, and the classroom learning environment—do not significantly predict motivation in learning the Filipino language, as the p-value is > 0.05. Additionally, the goodness-of-fit results show that the model

fit values do not meet the standard thresholds for the indices, as indicated by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with P-Close < 0.05. This means that the model does

not fit the data.

The Generated Structural Model 2 showed the relationships between the exogenous variables—effective teaching, student engagement, and classroom learning environment—and their direct relationships with the endogenous variable, motivation in learning the Filipino language. As shown in Table 8, student participation is strongly represented by its factors, with the highest beta value (.427), followed by the classroom learning environment (beta = .403) and the effect of teaching (beta = -.081). Similarly, the goodness-of-fit results indicate that the values do not meet the standard thresholds for the indices, as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with P-

Close < 0.05. This means that the model has an inferior fit.

Table 8.1 Regression Weights of the 3 Generated Models

	Exogenous Variab	les to Endogenous	Variable
Model	Effective Teaching	Student Engagement	Classroom Learning Environment
1	.011NS	.430***	.365***
2	-.081NS	.427***	.403***
3	.064NS	.402***	.534***

Generated Structural Model 3, the most suitable model, demonstrates that effective teaching, student engagement, and classroom learning environment are exogenous variables with direct causal relationships to motivation in learning the Filipino language. Figure 2 shows the standard estimates of Generated Model 3. The model also highlights the relationships among the three exogenous variables: effective teaching, student engagement, and classroom learning environment. Based on the results, the relationships between effective teaching and student engagement, student engagement and classroom learning environment, and effective teaching and classroom learning environment all have the exact p-value of .000, which is lower than the p-value = 0.05. This indicates that the three exogenous variables have significant relationships with each other. Furthermore, the results reveal that these three exogenous variables—effective teaching, student engagement, and classroom learning environment—also have significant relationships with the endogenous variable, motivation in learning the Filipino language.

Additionally, as shown in Figure below, eight (8) out of nine (9) indicators of effective teaching-learning, enthusiasm, organization, group interaction, the individual rapport, breadth, exams, and overall teaching—remain significant predictors of motivation in learning the Filipino language. Meanwhile, for student participation, all three (3) indicators—behavioral participation, cognitive participation, and emotional participation—were found to influence motivation in learning the Filipino language. On the other hand, for the classroom learning environment, two (2) out of five (5) indicators—values and beliefs and resilience in core areas—were found to have significant effects on motivation in learning Filipino language.
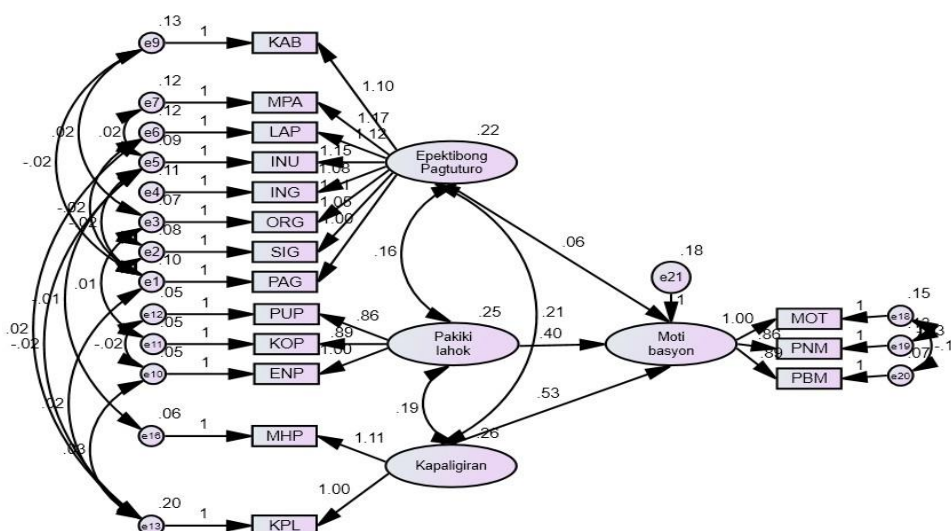
Effective Teaching, Student Engagement, Classroom Learning Environment: A Structural Model of Motivation in Learning the Filipino Language

LEGEND:

EFFECTIVE TEACHING	STUDENT ENGAGEMENT	CLASSROOM LEARNING ENVIRONMENT	MOTIVATION IN LEARNING FILIPINO LANGUAGE
OVL = OVERALL	BEV = BEHAVIORAL ENGAGEMENT	VAB = VALUES AND BELIEF	MOT = MOTIVATION
EMN = EXAMINATION	COE = COGNITIVE ENGAGEMENT	PIM = PERSISTENCE IN MAJOR	INM = INTRINSIC MOTIVATION
BRT = BREADTH	EME = EMOTIONAL ENGAGEMENT		ENM = EXTRINSIC MOTIVATION
IDR = INDIVIDUAL RAPPORT			
GRI = GROUP INTERACTION			
ORG = ORGANIZATION			
ETS = ENTHUSIAM			
LRN = LEARNING			

Based on the results, it can be assumed that motivation in learning the Filipino language is best anchored to effective teaching, measured through indicators such as learning, enthusiasm, organization, group interaction, individual rapport, breadth, exams, and overall teaching; student participation through behavioral engagement, cognitive engagement, and emotional engagement; and the classroom learning environment through values and beliefs, as well as persistence in major.

CONCLUSION AND RECOMMENDATION

Using a structural relationship model strengthened this study as the analysis followed a systematic process based on a specific model. The results showed that the levels of effective teaching and classroom learning environment were the highest, indicating that these were consistently observed or exhibited by senior high school students from private schools. Meanwhile, the level of student participation was high, indicating that it was often observed and demonstrated by the respondents.

Based on the results, effective teaching, student engagement, and the classroom learning environment were found to have significant relationships with each other. The three exogenous variables—effective teaching, student engagement, and classroom learning environment—also showed significant relationships with the endogenous variable, motivation in learning the Filipino language. Hence, the null hypothesis was rejected. Among the three exogenous variables, the classroom learning environment had the highest beta value, indicating that it significantly influences motivation in learning the Filipino language among senior high school students in private schools compared to student participation and effective teaching. Model 3 had consistent indices and was identified as the most suitable model of the three models examined. The goodness-of-fit results for Model 3 were highly acceptable as all indices met the set standards, making it the most appropriate model.

The findings of this study support the primary theories, such as the Self-Regulation Theory developed by Zimmerman and Schunk (1980), which includes goal-oriented tasks that students monitor, modify, and maintain. These tasks include participating in instruction, processing information, practicing, linking new knowledge to prior knowledge, enhancing beliefs in learning abilities, and fostering effective interaction with peers and the learning environment. The Cognitive Load Theory developed by John Sweller (1980) emphasizes the importance of managing cognitive load in learning. The SelfDetermination Theory by Edward Deci and Richard Ryan (1980) highlights the importance of autonomy, competence, and relatedness in improving intrinsic motivation and effective learning. Finally, the Expectancy-Value Theory by Eccles and Wigfield (1980) suggests that a positive classroom climate promoting perceived competence, task value, and anticipated success improves students' motivation to learn a language.

Based on the results, the following recommendations are proposed: Among the three exogenous variables, only the classroom learning environment significantly influences the motivation of senior high school students to learn the Filipino language. The findings indicate that the classroom learning environment significantly influences motivation in learning the Filipino language among senior high school students in private schools compared to student participation and effective teaching. Therefore, it is recommended to use this as a standard in global literature to enhance further student participation and teachers' effective teaching to provide quality education (SDG-4) aligned with UNESCO's Sustainable Development Goal to ensure students worldwide are motivated to learn their native language.

School administrators and principals, especially in the private sector, should emphasize student participation by creating programs that boost their interest in classes and identifying new and effective strategies to ensure students actively participate. It is also recommended that teachers attend conferences or seminars that support their professional development to become more effective in fostering dynamic and meaningful classroom
interactions.

Students are encouraged to be more open and actively participate in classroom activities. This will help increase their motivation and interest in learning various subjects, especially the Filipino language. The use of structural equation modeling has proven effective in this study. Therefore, future researchers are encouraged to conduct related studies to explore other subjects or contexts further. A deeper analysis of other variables affecting student motivation, such as family influence, technology, or socioeconomic status, is suggested.

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