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Research Article

Learning Attitudes, Motivation, and Learning Environment: A Structural Model for Filipino Language Learning

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ABSTRACT

This study investigated the learning attitudes, motivation, learning environment, and Filipino language learning outcomes of students in public secondary schools. The research aimed to identify significant relationships between exogenous variables (learning attitudes, motivation, and learning environment) and the endogenous variable (Filipino language learning), as well as to determine the most appropriate predictive model for analyzing Filipino language learning among students. The study employed a descriptive-predictive design with 400 eighth-grade students from public secondary schools in the Davao Region as respondents. Data analysis utilized descriptive statistics (mean), Pearson product-moment correlation, multiple regression, and structural equation modeling (SEM) to examine relationships and model fit. Results revealed that students frequently exhibited positive learning attitudes, motivation, and favorable learning environments, with correspondingly high levels of Filipino language learning. Significant positive relationships were found between all exogenous variables and Filipino language learning outcomes. The SEM analysis demonstrated that the exogenous variables directly influenced Filipino language learning, with motivation emerging as the strongest predictor, followed by learning attitudes and learning environment. The proposed structural model achieved satisfactory fit indices, confirming that learning attitudes, motivation, and learning environment collectively provide an appropriate framework for understanding Filipino language learning.

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INTRODUCTION

Language is an essential part of every culture and society, especially in student learning. However, in the current era, many students struggle to use their native language due to the strong influence of foreign languages. One of the primary challenges in learning and expressing oneself in Filipino is the students' weakness in using the correct words, idioms, and vocabulary. Furthermore, they lack proficiency in constructing sentences according to the correct rules of grammar (Bagayas et al., 1727).

One of the main reasons why many students struggle with Filipino is the lack of sufficient exposure to the language. This lack of knowledge and skills in the language is due to limited usage, even in Filipino subjects. English is favored for daily communication, media engagement, and social interaction as a result of English dominance over Filipino in usage, status, and prestige (Reyes et al. 20-28). Niki Calma, Chair of the Filipino Curriculum at the Learning Library, reinforces this by stating that exposure to a language is a crucial factor in facilitating learning. For effective language learning, children need to be exposed to it for at least 30% of their time. Furthermore, she emphasizes that exposure should be high-quality, such as engaging in enriching activities, meaningful conversations, and using interesting materials for learning the Filipino language (Mendoza 7-8).

Moreover, a lack of interest in learning the Filipino language has become a problem because students don't see its importance, instead prioritizing English over their native language. They have internalized the idea that English is the most widely used medium in all fields and a marker of competence. This has created challenges in learning and developing proficiency in Filipino, and there has been little interaction with subjects related to the language (Dragon 270).

The Filipino language is an essential part of our identity and culture, as it is not only a tool for communication but also reflects our history, identity, and sense of belonging (Marin and Liwanag 18). Language plays a vital role in shaping

critical thinking skills and strengthening social cohesion. Therefore, it is essential to value and further enrich the teaching of the Filipino language to serve as inspiration and guidance for a deeper understanding and appreciation of the language, which plays a crucial role in the education system and societal development (Gaddi et al. 2-3).

Language serves as a vehicle for achieving peace and understanding within a society and community, as well as fostering unity towards national development. These are the reasons why, from the past to the present, language has played a significant role in the world we live in. Each language used by a nation binds its people together to create unity, understanding, and love (Santos 82). Therefore, this study is based on research conducted by Dominguez, which states that language learning should aim to raise the general level of knowledge in the Filipino language, including vocabulary, grammar, reading, writing, and speaking (20). This study is anchored in Krashen's (1986) Second Language Acquisition theory, which describes the process of learning a new language after a person's native language. It encompasses all aspects of language learning, including vocabulary, grammar, and contextual usage, and consists of five hypotheses: the acquisition-learning hypothesis, which distinguishes between language acquisition and learning; the monitor hypothesis,

which suggests that students learn language structure in a natural sequence; the natural order hypothesis, which posits that language structures are learned in a specific order; the input hypothesis, indicating that students learn when provided with sufficient input; and the affective filter hypothesis, emphasizing the importance of a positive learning environment. Additionally, it draws from Chomsky's (1982) Innatist theory, which argues that children possess an innate ability to learn language from birth, with language skills developing through interaction with their environment. Furthermore, it incorporates the Behaviorist theory of Skinner and Watson (1945), which highlights observable behavior and

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external stimuli as key factors in language learning through repetition, imitation, and feedback. Finally, the study is based on Deci and Ryan's (1985) Self-Determination Theory, focusing on human motivation and personal development, asserting that motivation significantly influences an individual's desire to learn and improve in language acquisition.

On the other hand, this study will directly benefit the Department of Education in choosing the right steps to improve the education system, particularly in the Filipino language. It will help teachers develop their skills and motivation to become effective educators and promote a positive learning environment. For students, the study will remind them of the importance of the Filipino language and the need for time and effort to improve their skills. For future researchers, it will serve as a guide for their future studies related to motivation and structural models of learning in the Filipino language.

Although there are some existing research studies on learning attitudes, motivation, learning environment, and Filipino language learning, these studies have not focused on learning attitudes, motivation, and learning environment as a structural model for Filipino language learning. Moreover, no studies have been conducted using a structural approach to these variables. Most importantly, the lack of sufficient knowledge in the Filipino language among students needs to be addressed while they are still in the eighth grade. Therefore, the researcher saw the need to conduct a study that would

identify learning attitudes, motivation, and learning environment as a model for Filipino language learning.

Research Questions

As a certainty, this study has questions that serve as a guide:

1. What is the level of students' learning attitudes through self-perception, inhibition, risk-taking, ego permeability, motivation, and ambiguity;
2. What is the level of students' motivation through instrumental motivation and integrative motivation;
3. What is the level of students' learning environment through: classroom positive, diversity values, personal negative, and persistence in major;
4. What is the level of students' Filipino language learning through: improving your general level of Filipino; vocabulary learning; studying grammar; reading; writing; at speaking;
5. Is there a significant relationship between students' learning attitudes and Filipino language learning;
6. Is there a significant relationship between students' learning environment and Filipino language learning;
7. Is there a significant relationship between students' motivation and Filipino language learning;
8. Among the hypothesized models for the students' Filipino language learning, which is the best fit model suit in the study?

LITERATURE REVIEW

Learning Attitudes

Students' learning attitudes involve their feelings, beliefs, and habits toward the learning process and its subjects (Kurniawan et al., 566-569). These ingrained habits influence classroom behavior and learning outcomes. Positive learning attitudes are key to student engagement and success, boosting motivation and resilience (Kurniawan et al., 566-569). Extensive research underscores the importance of these attitudes within the affective domain, impacting knowledge

acquisition and predicting future learning behaviors (Sugano and Mamolo, 827-846; Yuliani, 82). Understanding and fostering positive language attitudes are crucial for effective language teaching and learning (Delic, 69).

Motivation

At the heart of human psychology lies motivation, a core component influencing time management,

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energy allocation, and the level of mental and emotional engagement individuals bring to their tasks (Koenka 51). This fundamental drive affects persistence, problem-solving skills, activity choices, and decision-making processes, underscoring its crucial role in propelling individuals towards their goals and rewards. In the context of education, student motivation, measurable through their participation in classroom language activities, becomes a key factor in learning success (Senjahari et al. 7). Motivation, broadly defined, involves complex statistical models used to evaluate the consistency between established theories and observed data. Recognizing its importance, various motivational teaching frameworks have been developed to cultivate intrinsic motivation in students. These frameworks emphasize fostering positive social relationships and supportive learning environments, as well as strategies designed to enhance students' interest and cultivate habits conducive to deeper language learning (Seven 62). Further research has identified eight key dimensions of language learning motivation, providing a framework for analyzing the factors that influence students' motivational thinking and attitudes (Ushioda 27). These dimensions encompass academic interest (driven by self-initiative), the enjoyment and desire for language learning (leading to deeper understanding and enthusiasm), a sense of self-competence and the ability to improve, the setting of personal learning goals, the impact of positive past learning experiences (cultivating a broad capacity for language skill acquisition), personal satisfaction derived from learning, the role of emotions and feelings, and the influence of external motivators such as praise and material rewards. Many educators recognize student motivation as a critical factor in education, viewing it as a primary determinant of success or failure in learning; consequently, strategies that encourage active classroom participation are essential for achieving high-quality learning outcomes (Chen 8).

Learning Environment

The learning environment significantly impacts knowledge acquisition. For instance, cramped classrooms negatively affect student learning,

whereas well-organized classrooms foster positive learning outcomes (Shaheen et al. 78). This positive learning environment is crucial for both knowledge acquisition and overall student development, promoting effective learning strategies. Crucially, classrooms must be spaces where students feel empowered to express their ideas without fear of discrimination. Teachers, therefore, must cultivate positive environments that value diversity, provide safe spaces, and employ strategies tailored to meet the diverse needs of their students (Etale 187-189). A truly positive learning environment encompasses not only the physical space but also the emotional climate and effective teacher management. Research indicates a strong correlation between effective classroom management and students' academic progress; positive teacher-student relationships significantly enhance academic performance (Talebi et al. 591). Prioritizing the emotional well-being of students, through recognizing, valuing, and understanding their feelings, is paramount. Effective classrooms are characterized by teacher-led approaches that center on student needs, particularly language development. This dynamic learning environment encourages student initiative, leading to improved communication skills and academic performance (Erdogan and Kurt 20). Effective classroom management—encompassing a well-organized physical space, strategic management techniques, positive relationships, and open communication—forms the foundation for successful language learning. Furthermore, effective classroom management fosters positive student-teacher engagement; students are more likely to demonstrate respect when they perceive genuine care and honest responses from their teachers, thereby facilitating successful learning through collaborative communication (Riva 103).

Filipino Language Learning

Learning Filipino is a complex journey of linguistic exploration, involving intricate structures, symbolic rules, and collaborative discovery. It's more than just acquiring vocabulary and grammar; language acts as a vital social tool, a uniquely human system for representing and conveying meaning, shaping cultural identity, and fostering interpersonal relationships (Malicsi 6). Effective

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communication, therefore, is paramount; its absence hinders self-expression and conviction, while strong language skills empower individuals to articulate thoughts, convey nuances, and navigate the complexities of verbal interaction (Sagala 82). The social context—who speaks, what is said, and where—is equally crucial, as highlighted by Hymes' SPEAKING acronym (Trinidad 8). Mastering Filipino opens doors to employment opportunities, enhances communication skills, and fosters a deeper

appreciation of Filipino culture (Long 147). Skilled teachers utilize interactive and contextual methods to cultivate fluency, engaging students and fostering a love for their language. Modern approaches, such as collaborative learning, further enhance speaking and writing abilities. However, challenges remain, particularly for English speakers grappling with grammatical and lexical differences, and societal biases against Filipino as a subject create obstacles for educators (Reyes et al. 17).

METHODOLOGY

Methodology Research Design

This research employed a descriptive-predictive research design, combining descriptive analysis of the current situation with predictive analysis of future possibilities based on collected data (Kamper 468-469). The researcher aimed to detail the significant relationships between learning attitudes, motivation, learning environment, and Filipino language learning among Junior High students in Region XI. This design will test the relationships between these variables, as suggested by Temizhan (265), who posited a connection between each. The study specifically identified the significant relationships between students' learning attitudes, motivation, learning environment, and Filipino language learning. Statistical analyses included using the mean to assess the levels of learning habits, motivation, learning environment, and Filipino language learning; Pearson Product-Moment Correlation to determine significant relationships between variables; Multiple Regression to identify the influence of the variables; and Structural Equation Modeling (SEM) to obtain the best-fitting model (Bechger & Hox 319). Analysis of Moment Structure (AMOS) was used for goodness-of-fit statistics, ensuring all index values met the criteria (Arbuckle 514).

Respondents

The study involved a sample of Grade 8 students from public secondary schools in Region XI, with a total population of 16,443. A total of 400 respondents were selected using the Raosoft calculator to ensure an appropriate sample size

(Sulaiman et al., 2022). Grade 8 was chosen as the target population because students at this level are more prepared for in-depth analysis and understanding of grammar, rhetoric, and other concepts in the Filipino language compared to other grades, where language and literature are not a priority (Santos, 135). The participants were selected using a stratified random sampling method (Nguyen et al., 20) from different divisions in Region XI. The sample was drawn from three cities and three provinces in the region: Davao del Sur (55); Tagum City (74); Davao del Norte (80); Island Garden City of Samal (56); Panabo City (56); and Davao de Oro (79), with the number of respondents from each location depending on the population to achieve the target sample size of 400.

Furthermore, the participation in this study was voluntary. Each respondent had the right to withdraw their participation at any time, even on the day of the survey. This was especially important if they felt apprehensive, hesitant, or if participating might cause distress to their mental, physical, or emotional well-being. They would not be deprived of any privilege, right, or procedure due to their decision not to participate in the study. Their safety and well-being were the researcher's top priority. On the other hand, students with learning disabilities or special needs were free to decline or not participate in this study. Students from Grades 7, 9 - 12 in DepEd Region XI were also excluded from the study because it focused solely on the Filipino language learning of Grade 8 students.

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Instrument

The study used questionnaires adapted from previous studies to address the research objectives. To analyze students' learning attitudes, the instrument developed by Orwig (2-8) was employed. The motivation instrument was based on the research of Sudirman, Rusdiana, and Wilhelmus (38-48). The questionnaire used for the learning environment was derived from the study of McGhee, Lowell, and Lemire (13-18). Lastly, the instrument for Filipino language learning was adapted from the research of Tragant, Thompson, and Victori (95-108). These questionnaires underwent modifications to ensure that only items relevant to the study were included. The developed questionnaire was presented to the advisor for evaluation and suggestions. Before implementation, the researcher created drafts and subjected them to validation by experts to ensure the appropriateness of the items for the study.

Furthermore, the instruments were reviewed by six experts and received an overall mean score of 4.5 based on the pilot testing results. Additionally,

the reliability of the instruments was assessed using the Cronbach Alpha coefficient, which yielded a good reliability score of 0.86 for learning attitudes, 0.88 for motivation, 0.92 for learning environment, and 0.92 for Filipino language learning, indicating acceptable and good reliability results.

On the other hand, the level of results was determined based on the following scale: (4.20-5.00) very high, indicating that the respondent often perceives or performs the behavior; (3.40-4.19) high, meaning the respondent frequently perceives or performs the behavior; (2.60-3.39) moderate, indicating that the respondent sometimes perceives or performs the behavior; (1.80-2.59) low, implying that the respondent rarely perceives or performs the behavior; and (1.00-1.79) very low, signifying that the respondent rarely perceives or performs the behavior. These scale levels provided a deeper understanding of the relationship between each exogenous variable and its impact on student participation.

Procedure

This study adheres to the ethical protocols and guidelines of the University of Mindanao's research committee. Informed consent was obtained from all participants, and participant selection was carefully considered for appropriateness. Following thorough validation of the research instruments, UMERG granted approval (Protocol no. UMERG-2024-402) to collect data from the selected respondents. This approval signifies the researcher's commitment to ethical data handling and the protection of participants' identities.

Ethical Considerations

This research adheres strictly to the ethical protocols and guidelines established by the University of Mindanao's review board. The researcher obtained informed consent from all participants, carefully considering their suitability and the potential for physical, psychological, or social risks. Emphasis was placed on the

participants' understanding of data processing and their inherent rights, ensuring their voluntary and uncoerced participation. The researcher actively sought to protect the privacy and anonymity of all respondents, guaranteeing the confidentiality of all collected data.

Participants were not compelled to take part in the study; their involvement was entirely voluntary. They generously contributed their time and effort to complete the questionnaire without any pressure or intimidation. Their legal rights and freedoms remained unaffected by their participation, and the researcher respected their right to withdraw at any time without penalty. Data security was a priority, with collected information maintained confidentially and respondent identities protected throughout the research process.

The researcher explicitly acknowledged the participants' right to refuse involvement and

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emphasized that non-participation would incur no consequences. Furthermore, the researcher implemented secure storage procedures for all data collection materials, ensuring the ongoing

confidentiality and protection of respondent identities. This commitment to ethical research practices underscores the researcher's respect for the rights and well-being of all participants.

RESULTS AND DISCUSSION

The data collected from the completed questionnaires were presented, examined, and interpreted in this section of the study. The presentation was in line with the particular queries that were raised in light of the study's goals.

Learning Attitudes

Table 1 presents the level of students' habits measured through the indicators of self-perception, inhibition, risk-taking, ego

permeability, and ambiguity. This variable obtained an overall mean of 3.76 and an SD of 0.40, indicating a high level. While all indicators showed high levels, ambiguity emerged as the highest, with a mean of 3.92 and a standard deviation of 0.65. Self-perception emerged as the lowest, with a mean of 3.65 and a standard deviation of 0.48. The overall results for this variable suggest a high frequency of respondents demonstrating or engaging in these learning attitudes.

Table 1. Learning Attitudes

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
self-perception	0.48	3.65	High
inhibition	0.56	3.74	High
risk-taking	0.57	3.68	High
ego permeability	0.60	3.80	High
ambiguity	0.65	3.92	High
Overall	0.40	3.76	High

The results indicate that students exhibit high levels of positive learning attitudes in Filipino. This positive trend can be further nurtured by educators through fostering student confidence and emphasizing the importance of self-belief. These positive attitudes are crucial for student engagement and dedication, leading to improved

learning outcomes and the ability to overcome learning challenges. To further enhance these learning attitudes, educators are encouraged to create a positive classroom environment, provide feedback, utilize diverse teaching methods, encourage participation, and address individual needs (Kurniawan et al. 566-569).

Motivation

Table 2. Motivation

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Instrumental motivation	0.55	3.98	High
Integrative motivation	0.61	3.94	High
Overall	0.51	3.96	High

Table 2 presents the level of student motivation measured through the indicators of instrumental and integrative motivation. This variable obtained an overall mean of 3.96 and an SD of 0.51, indicating a high level. Analysis of the results

reveals that instrumental motivation achieved a mean of 3.98 and an SD of 0.55. Meanwhile, integrative motivation attained a mean of 3.94 and an SD of 0.61. The overall results for this

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variable suggest that respondents often demonstrate or engage in this behavior.

While students demonstrate a high level of motivation in learning Filipino, based on instrumental and integrative motivation, it is not yet sufficient to foster a deeper interest in language learning (Seven 29). This high level of motivation requires further development, and teachers play a crucial role in shaping this aspect to enhance students' appreciation for learning Filipino. Students can be further motivated

through the use of the Filipino language inside and outside the classroom, promoting Filipino literature, films, and music. Ushioda (27) identifies key dimensions of language learning motivation: student initiative, personal enjoyment and enthusiasm, and external forces or incentives through rewards. By providing motivation, teachers can stimulate students' interest in learning and effectively shape their knowledge. The success of student engagement ultimately hinges on the strategies employed by teachers in the process of teaching and learning Filipino.

Learning Environment

Table 3. Learning Environment

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Classroom positive	0.52	3.96	High
Diversity values	0.71	3.96	High
Personal negative	0.67	3.95	High
Persistence in major	0.77	4.05	High
Overall	0.50	3.98	High

Table 3 presents the level of students' learning environment measured through the indicators of classroom positive, diversity values, personal negative, and persistence in major. This variable obtained an overall mean of 3.98 and an SD of 0.50, indicating a high level. Analysis of the results reveals that perseverance in status achieved a mean of 4.05 and an SD of 0.77. Meanwhile, personal opposition attained a mean of 3.95 and an SD of 0.67. The overall results, characterized by a high level, suggest that respondents often demonstrate or engage in this behavior.

In relation to the results obtained, it indicates that the high results suggest that students' Filipino language learning is supported by a positive learning environment that fosters knowledge acquisition and classroom engagement. While a conducive learning environment is present, teachers need to further develop it to ensure student learning (Etale 187-189). This can be achieved by creating a classroom where students feel safe to express their ideas and opinions without fear of discrimination. Teachers play a crucial role in establishing a positive learning environment by fostering respect for diversity, creating a safe space, and using appropriate strategies for diverse learners (Talebi 591).

Filipino Language Learning

Table 4. Filipino language learning

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Improving your general level of Filipino	0.51	3.95	High
Vocabulary learning	0.55	3.89	High
Studying grammar	0.57	3.99	High
Reading	0.50	3.97	High
Writing	0.49	3.99	High
Speaking	0.50	4.01	High
Overall	0.43	3.96	High

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Table 4 presents the level of students' Filipino language learning measured through the indicators of improving their general level of Filipino, vocabulary learning, studying grammar, reading, writing, and speaking. This variable obtained an overall mean of 3.96 and an SD of 0.43, indicating a high level. Analysis of the results reveals that speaking achieved a mean of 4.01 and SD of 0.50, while vocabulary learning attained the lowest mean of 3.89 and SD of 0.55. The overall results, characterized by a high level, suggest that respondents often demonstrate or engage in this behavior.

While the results indicate that students possess a high level of proficiency in Filipino, Filipino

teachers still need to further cultivate these skills to achieve even greater proficiency (Santos 45-47). Teachers can utilize diverse methods to address students' learning needs, such as developing sentence and paragraph construction, comprehension of texts, and speaking skills in Filipino. Interactive and contextual teaching methods are crucial for fostering language learning, encouraging students to value their native language and engage actively in the classroom. Innovative and interactive teaching approaches, such as collaborative learning, can enhance students' speaking and writing skills, expanding their vocabulary, improving grammar, and strengthening communication abilities in Filipino (Falcasantos et al. 90-92).

Significant Relationship between Learning Attitudes and Filipino Language Learning

Table 5.1. Significant Relationship between Learning Attitudes and Filipino Language Learning

Learning Attitudes	Filipino Language Learning						
	Improving your general level of Filipino	Vocabulary learning	Studying grammar	Reading	Writing	Speaking	Overall
Self-perception	.143**	.212**	.232**	.172**	.168**	.172**	.225**
	.005	.000	.000	.001	.001	.001	.000
Inhibition	.219**	.175**	.135**	.168**	.127**	.140**	.197**
	.000	.001	.008	.001	.013	.006	.000
Risk-taking	.358**	.158**	.261**	.325**	.267**	.284**	.334**
	.000	.000	.000	.000	.000	.000	.000
Ego permeability	.339**	.290**	.307**	.300**	.242**	.259**	.355**
	.000	.000	.000	.000	.000	.000	.000
Ambiguity	.411**	.377**	.286**	.330**	.330**	.373**	.429**
	.000	.000	.000	.000	.000	.000	.000
Overall	.437**	.355**	.354**	.379**	.332**	.000**	.453**
	.000	.000	.000	.000	.000	.000	.000

Table 5.1 shows the significant relationship between learning attitudes and Filipino language learning of grade-8 students from Region XI. Based on the results, learning attitudes and Filipino language learning have an overall r-value of .453, indicating a positive correlation. The p-value of 0.00 demonstrates a significant relationship between learning attitudes and Filipino language learning, as it is lower than the significance level of 0.05. Therefore, the null hypothesis, which stated that there is no relationship between learning attitudes and Filipino language learning, was rejected. The presence of a significant relationship between learning attitudes and Filipino language learning

implies that positive learning attitudes have a positive influence on learning Filipino. In simpler terms, this study reveals that attitudes are a crucial factor and foundation in learning the Filipino language among students.

The findings of this study support the research of Babanto (36), who found that positive attitudes and beliefs of students directly influence their ability and success in language learning. Students with positive learning attitudes demonstrate a strong interest in learning Filipino, resulting in faster acquisition and application of language concepts and strategies. To further enhance this aspect, teachers should focus on improving

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student behavior and fostering positive attitudes to ensure their language learning success. Sagala (83) found that students with positive attitudes, such as regular class attendance, active participation in discussions, and practice outside

of school, exhibit higher levels of Filipino proficiency compared to those who do not demonstrate these attitudes. Teachers play a crucial role in guiding students towards positive learning behaviors.

Significant Relationship between Motivation and Filipino Language Learning

Table 5.2. Significant Relationship between Motivation and Filipino Language Learning

Learning Motivation	Filipino Language Learning						
	Improving your general level of Filipino	Vocabulary learning	Studying grammar	Reading	Writing	Speaking	Overall
Instrumental motivation	.553** .000	.360** .000	.420** .000	.421** .000	.437** .000	.504** .000	.547** .000
Integrative motivation	.636** .000	.445** .000	.444** .000	.463** .000	.566** .000	.510** .000	.620** .000
Overall	.674** .000	.457** .000	.488** .000	.500** .000	.569** .000	.573** .000	.661** .000

Table 5.2 shows the significant relationship between motivation and Filipino language learning of grade-8 students from Region XI. Based on the results, motivation and Filipino language learning have an overall r-value of .661, indicating a positive correlation. The p-value of 0.00 for both variables demonstrates a significant relationship between the independent and dependent variables, as it is lower than the significance level of 0.05. Therefore, the null hypothesis, which stated that there is no relationship between motivation and Filipino language learning, was rejected. This study reveals that students with high motivation are more likely to demonstrate strong performance in Filipino. These students exhibit enthusiasm for learning, actively participate in activities, and strive to improve their knowledge and skills in Filipino. In simpler terms, motivation, as a variable in this study, is also a significant factor in learning Filipino.

The findings of this study align with Seven's (2018, p. 62) research, which highlights the critical role of motivation in language learning, emphasizing that a successful relationship between the two significantly impacts the educational process. High levels of motivation inspire students to improve their language learning by dedicating time to practice and achieving a deeper understanding of the language. This positive relationship between motivation and language learning results in faster development of language skills. Furthermore, Koenka (2018, pp. 51-55) emphasizes the importance of positive emotions and goals in language learning, which serve as a foundation for an individual's willingness to face challenges and mistakes in the learning process. Conversely, a lack of sufficient language learning knowledge can be attributed to low student motivation.

Significant Relationship between Learning Environment and Filipino Language Learning

Table 5.3. Significant Relationship between Learning Environment and Filipino Language Learning

Learning Environment	Filipino Language Learning						
	Improving your general level of Filipino	Vocabulary learning	Studying grammar	Reading	Writing	Speaking	Overall
Classroom positive	.571** .000	.403** .000	.478** .000	.525** .000	.469** .000	.472** .000	.591** .000
Diversity values	.305** .000	.273** .000	.183** .000	.200** .000	.194** .000	.293** .000	.293** .000

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Personal negative	.313**	.149**	.249**	.322**	.180**	.250**	.297**
	.000	.000	.000	.000	.000	.000	.000
Persistence in major	.503**	.284**	.309**	.367**	.295**	.389**	.435**
	.000	.000	.000	.000	.000	.000	.000
Overall	.556**	.361**	.392**	.457**	.365**	.461**	.525**
	.000	.000	.000	.000	.000	.000	.000

Table 5.3 presents the results of the relationship between learning environment and Filipino language learning of grade-8 students from Region XI. Based on the results, learning environment and Filipino language learning have an overall r-value of .525, indicating a positive correlation. The p-value of 0.00 demonstrates a significant relationship between learning environment and Filipino language learning, as it is lower than the significance level of 0.05. Therefore, the null hypothesis, which stated that there is no relationship between learning environment and Filipino language learning, was rejected. This study reveals that a positive learning environment has a positive influence on learning the Filipino language among students. It emphasizes the importance of fostering a positive learning environment to ensure successful learning not only in Filipino classes but also in other academic subjects.

The findings of this study support the research of Erdogan and Kurt (2018, p. 14), who found that the learning environment has a positive influence on language learning. A positive classroom environment stems from a teacher-led approach that focuses on student needs, particularly in developing their language abilities. Effective classroom management, including a conducive physical environment, efficient organization, positive relationships, and effective teaching practices, serves as the foundation for successful language learning. Furthermore, Riva (2018, p. 7) emphasizes the importance of teachers having a comprehensive understanding of classroom management and fostering a positive learning environment throughout the teaching and learning process. A positive learning environment motivates students and maintains their interest in learning, particularly in Filipino.

Significant Relationship of Learning Attitudes, Learning Motivation, and Learning Environment on Filipino Language Learning

Table 6.
Significant Relationship of Learning Attitudes, Learning Motivation, and Learning Environment in Filipino Language Learning

Variable	B	β	t	Sig.
(Constant)	1.520		9.212	.000
Learning Attitudes	.075	.069	1.367	.173
Learning Motivation	.110	.129	2.356	.019
Learning Experiences	.437	.531	9.992	.000
R	.667			
R ²	.446			
ΔR	.441			
F	100.96			
p	.000			

Table 6 shows the influence of learning attitudes, motivation, and learning environment on Filipino language learning among students. As indicated by the F-value of 100.968 with a corresponding p-value of 0.000, the regression model is significant. Therefore, the hypothesis stating that there is no significant relationship between the dependent and independent variables was

rejected. This means that the independent variables significantly influence Filipino language learning among students. Additionally, the R² of .446 indicates that 44.6% of the variance in Filipino language learning is explained by the predictor variables, including learning attitudes, motivation, and learning environment. This implies that 55.4% of the variance could be

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attributed to other factors beyond these three variables.

The results reveal that the standard coefficient of motivation has the highest beta value of .531. This indicates that motivation has the greatest influence on learning the Filipino language compared to the learning environment with .129, and learning attitudes with .069 standard coefficient, respectively. In simpler terms, greater emphasis should be placed on providing motivation, while also considering improvements in the learning environment and learning attitudes to enhance their capabilities in learning Filipino.

According to a study by Dipolog and Limpot (157), students' attitudes and motivation are key factors

in their success in learning the Filipino language. Students with sufficient motivation and positive attitudes, such as regular reading, active participation in discussions, and practice writing in Filipino, learn faster and develop a deeper understanding of the language. Furthermore, Gloria (33-36) argues that motivation, whether internal or external, is essential for students to continue learning despite environmental challenges. The combination of high motivation, a positive learning environment, and good learning attitudes leads to higher levels of proficiency in speaking, reading, and writing Filipino, which is crucial for academic progress and overall development.

Overall Results of Goodness of Fit Measures among the Three Models

Table 7. Overall Results of Goodness of Fit Measures among the Three 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	8.406	.778	.726	.702	.679	.139	.000
2	.000	5.796	.846	.826	.798	.792	.112	.000
3	.138	1.374	.987	.995	.981	.989	.031	.841

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

Table 7 compares three models based on "Goodness of Fit" to identify the most suitable model. Based on the results, Model 3 exhibited the best fit according to each fit index criterion. The third model achieved a p-value of .138, which is greater than 0.05, a CMIN/DF of 1.374, which is less than 2, a goodness of fit index of .987, a comparative fit index of .995, a normed fit index of .981, a Tucker-Lewis index of .989, which is greater than 0.95, an RMSEA of .031, which is less than 0.05, and finally, a p-close of .841, which is

greater than 0.05. This indicates that the model was accepted because it met the established criteria of goodness of fit measures. In simpler terms, the third model is the most suitable model for the factors of learning attitudes, motivation, and learning environment, in learning the Filipino language. All exogenous variables are the most appropriate model for learning the Filipino language.

Regression Weights of the Three Models

Table 8. Regression Weights of the Three Models

Exogenous Variables to Endogenous Variables

Model	Learning Attitudes	Learning Motivation	Learning Experiences
1	-.085NS	.369***	.717***
2	.326NS	-.030NS	.868**
3	-1.278*	.734NS	.736*

Based on the framework, this table shows the relationship between the independent variables

(exogenous) such as learning attitude, motivation, and learning environment, and the dependent

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variable (endogenous), which is learning the Filipino language, in this study. Based on Table 8, motivation emerged as having the highest beta value of .868, indicating the strongest positive

influence on learning the Filipino language. This is followed by attitudes with a beta value of .326, while the learning environment has a beta value of -.030.

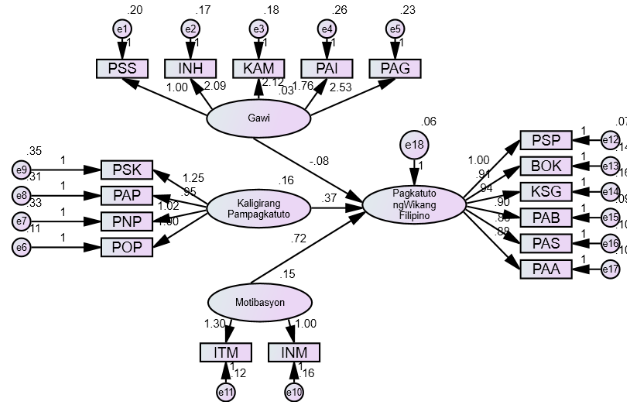


Figure 1. Hypothesized Model 1

Figure 1 presents Hypothesized Model 1, showcasing a direct relationship between endogenous and exogenous variables. As seen in Table 8, motivation holds the highest beta value of .717, indicating it has the strongest positive influence on learning the Filipino language. This is followed by learning environment with a beta value of .369 and habits with a beta value of -

.085. Furthermore, the goodness of fit results demonstrate that these model fit values do not fall within the standard range of the indices. This is evident in the CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with P-Close < 0.05. This means the model is not a good fit for the data.

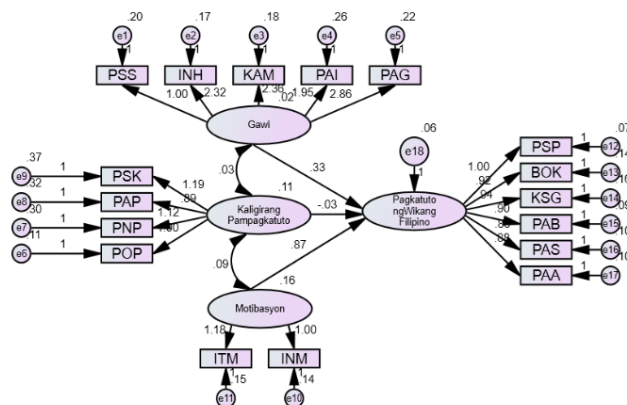


Figure 2. Hypothesized Model 2

Figure 2 depicts Hypothesized Model 2, where learning attitudes, motivation, and learning environment, as independent variables, have a direct relationship with learning the Filipino language. The model also illustrates the

interconnectedness of these independent variables. Learning attitudes have a direct relationship with learning environment, learning environment has a direct relationship with motivation, and motivation has a direct

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relationship with the students' attitudes. This model was not the most suitable, as it did not successfully meet

the criteria set by the fit index, which requires values above 0.95.

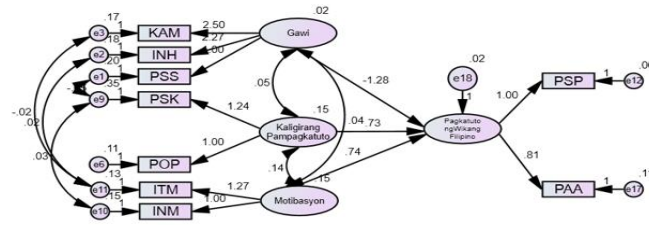


Figure 3. *Hypothesized Model 3*

Furthermore, in Figure 3, three out of five indicators of habits, namely the ego permeability, inhibition, and self-perception, remained significant predictors of Filipino language learning. Meanwhile, the two indicators of motivation, namely instrumental and integrative, also maintained a significant relationship with Filipino language learning. While the learning environment had two out of four indicators, persistence in major and classroom positive, remained influential in Filipino language learning. Based on the results, it shows that learning the Filipino language is based on learning attitudes in terms of ego permeability, inhibition, and self-perception; motivation in terms of instrumental

and integrative; and learning environment in terms of persistence in major and classroom positive. Above all, Filipino language learning was measured in terms of improving general level of Filipino and speaking skills of grade-8 students in Region XI.

The direct relationship of learning attitudes, motivation, and learning environment to the students' Filipino language learning confirms the results of studies revealed by Dipolog and Limpot (157–188), Dicang and Molina (112–115) that learning attitudes, motivation, and learning environment have an influence on the Filipino language learning of students.

CONCLUSIONS

This research is strengthened by using a structural equation model because the analysis aligns with the sequential process of the specific model. The results showed the levels of learning attitudes, motivation, and learning environment in the learning of Filipino language among students.

Based on the analysis, the study found that students' learning attitudes scored high, signifying frequent demonstration of good behavior and appreciation for learning the Filipino language. Similarly, the high level of motivation among students reflects their interest in participating in

the Filipino language learning process. Likewise, the high level of the learning environment indicates a supportive and positive learning atmosphere. Most importantly, the study's results revealed that students already possess and frequently demonstrate proficiency in the Filipino language in the classroom.

Meanwhile, the study also found a significant relationship between learning attitudes, motivation, and learning environment in the students' learning of the Filipino language. In short, high levels of learning attitudes, motivation,

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and learning environment contribute to the improvement of their Filipino language learning. Model 3, exhibiting the highest fit indices, is considered the most suitable model in explaining the relationship of these factors to students' Filipino language learning. The findings regarding attitudes, motivation, and learning environment are clearly significant factors in effectively enhancing students' proficiency in Filipino.

Therefore, the research results support Krashen's Language Learning Theory (92), which describes the process of learning a new language after acquiring one's native language. This encompasses vocabulary, grammar, and language use in specific contexts. Learning is based on the acquisition-learning hypothesis, stating that it occurs through language adaptation and language study. Second, the monitor hypothesis states that when students are aware of the language framework, they can adjust their spoken or written language based on observation. Third, the natural order hypothesis, where students learn the language framework in a specific sequence, mirroring the early language acquisition of others. Fourth, the input hypothesis, where students learn a language when provided with sufficient input. Finally, the affective filter hypothesis, where language is learned when the learning environment is pleasant, and their emotions or disposition are crucial to language learning.

Meanwhile, Chomsky's Innatism theory (117-118) explains that every child possesses an "innate ability" to learn language from birth. It posits that language ability is a natural human trait, where

language skills develop spontaneously as the child interacts with their environment. In this process, language learning is not merely mechanical but a complex and dynamic interaction between mind, behavior, and social context. Furthermore, language use depends not only on habitual structure but also on its actual use in daily communication. Students' language development is significantly influenced by their interaction with the environment, where their skills expand through continuous interaction, learning from their surroundings, and actively using the language in various situations.

In addition, Deci and Ryan's Self-Determination theory (109-134) focuses on understanding human motivation and personality development. This theory emphasizes the importance of motivation in psychological needs, tasks, learning, and personal development. A student's desire to learn depends on their motivation and enthusiasm for language learning. In other words, motivation aids students' learning.

Overall, this study strongly supports the idea that positive attitudes, high motivation, and a supportive learning environment are crucial factors in the success of students in learning Filipino. Students demonstrated proficiency, and the significant correlations between attitudes, motivation, and learning outcomes highlight the importance of creating conducive learning environments that nurture both intrinsic motivation and a positive learning environment to enhance Filipino language skills.

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