



THE MEDIATING EFFECT OF EFFECTIVE TEACHING IN THE RELATIONSHIP BETWEEN MOTIVATION IN LEARNING AND STUDENT ENGAGEMENT

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ABSTRACT

The purpose of this study was to identify the role of effective teaching in mediating the relationship between student engagement and motivation in learning. A descriptive correlational survey was employed in this non-experimental quantitative design. Using stratified random sampling, it was conducted in a private junior high school in Davao City with 321 participants, ranging from students in grades 7 to 10. To ensure the credibility of the research findings, the researcher employed validly modified questionnaires. This study revealed that the pupils were highly motivated to learn, which was conclusive. It was also shown that students frequently engage in a variety of high-level interactions. Meanwhile, the effectiveness of Filipino teachers' instruction is at an extremely high level. Meanwhile, there is a very high level of effective teaching of the Filipino subject by the teachers in this school. In this regard, the variables in this study show a significant correlation. Thus, it was found that there is a partial mediation of the mediating effect of effective teaching on students' learning motivation and engagement as a result of the significant correlation of each measure.

KEYWORDS: motivation in learning, student engagement, effective teaching, mediating effect, Philippines

INTRODUCTION

Effective student engagement tends to be associated with successful language learning. But as student engagement levels decline over time, it is important that teachers are aware of this (Whitton et al., 234). Some educators view student engagement as one of their biggest challenges in this regard. According to Dolezal's research, which cites Harris' study (1-2), between 25 percent and 66 percent of students are thought to be nonparticipants in class. The lack of engagement, motivation, and indifference of many young people hinders their academic and social achievement.

Kreutz (1) claim that learning is sporadic and academic performance is impeded in the absence of direct and continuing engagement, which results in students in the classroom learning at a mid- and low-level.

As a result, curiosity and connection fuel engagement. Students become more focused, more curious, and more engaged in their academic learning when they believe that their learning has a purpose and is connected to the outside world (Berger et al., 7). Teachers must therefore think about ways to improve engagement in order to create and implement effective teaching and learning experiences.

Additionally, according to the findings of the studies mentioned in Stigall's study (1), students gain more when they actively participate in their learning. As a result, it is believed

that students learn better when there is a high level of interaction within school

In connection, it is becoming a matter of concern and research is increasingly making student engagement because of its role in academic success and learning. Pettis (1) stated that student engagement is a complex situation influenced by many factors. These factors include students' personality and motivation, teacher-student interaction, and academic success or achievement.

In this regard, based on several studies, it has been shown that students' engagement plays an important part in inculcating their learning (Barkoukis et al., 414; Skinner, 571). It is also stated that students' interaction in class is related to their motivation to learn (Aelterman et al., 457). Therefore, this study is important because whatever its outcome, it will address increasing the level of engagement of students and motivation to learn the language especially the Filipino language.

OBJECTIVES

The goal of this study is to see how effective teaching mediated the relationship between motivation in learning and student engagement.



METHODS

This study used a non-experimental quantitative design which was conducted in a descriptive correlational survey method. Its purpose was to investigate the link between two or more variables. The mediating impact of the effecting teaching on the relationship between motivation in learning and student engagement were the variables in this study.

The research was conducted at a private junior high school in Davao City. From the total population, the researcher

RESULTS AND DISCUSSION

The statistical data on the level of motivation in learning is shown in Table 1. From the two indicators, in total it obtained ($\bar{x} = 4.12$, $SD = 0.501$) which means that it has a high level and students often see motivation in language learning.

From this variable, the one who obtained a very high descriptive level which means that the type of motivation in language learning was always seen in the participants was the

obtained 321 responses from Grade 7 to Grade 10 students with Filipino subject using stratified random sampling technique.

Mean was used to obtain the level of student engagement, motivation in learning, and effective teaching. Pearson r was used to illustrate the significant relationship between student engagement, learning motivation, and effective teaching. While Path Analysis was used to determine the mediating effect of effective teaching with other variables used in the study.

integrative motivation ($\bar{x} = 4.24$, $SD = 0.496$). While instrumental motivation got a high descriptive level ($\bar{x} = 3.99$, $SD = 0.645$) which means that participants often see this type of motivation in language learning.

Table 1
Level of Motivation in Learning

Indicator	Mean	SD	Level
Integrative Motivation	4.24	0.496	Very High
Instrumental Motivation	3.99	0.645	High
Overall	4.12	0.501	High

Table 2
Level of Student Engagement

Indicator	Mean	SD	Level
Behavioral Engagement	4.05	0.504	High
Cognitive Engagement	3.90	0.578	High
Emotional Engagement	3.73	0.650	High
Overall	3.89	0.530	High

Table 2 reveals the level of student engagement as a dependent variable in this research. In this table, the emotional engagement acquired the lowest mean ($\bar{x} = 3.73$, $SD = 0.650$). While behavioral engagement obtained the highest mean ($\bar{x} = 4.05$, $SD = 0.504$). Both types of engagement achieved a high descriptive level which means that participants often experience them. Of

the three types of student engagement, in total it attained ($\bar{x} = 3.89$, $SD = 0.530$) which means that there is a high descriptive level and participants often experience interaction. The cognitive engagement was obtained ($\bar{x} = 3.90$, $SD = 0.578$) with a high descriptive level which means that students also often experience engagement.



Table 3
Level of Effective Teaching

Indicator	Mean	SD	Level
Learning	3.98	0.615	High
Enthusiasm	4.33	0.531	Very High
Organization	4.27	0.536	Very High
Group Interaction	4.49	0.512	Very High
Individual Rapport	4.27	0.602	Very High
Breadth	4.31	0.595	Very High
Examinations	4.32	0.571	Very High
Assignments	4.20	0.712	Very High
Overall/In general	4.38	0.622	Very High
Overall	4.28	0.486	Very High

Table 3 shows the level of effective teaching as a mediating variable in this study. It can be noted that out of the nine indicators, the one with the highest mean was the group interaction ($\bar{x} = 4.49$, $SD = 0.512$) with a very high descriptive level. While the learning indicator obtained the lowest mean ($\bar{x} = 3.98$, $SD = 0.615$) with a high descriptive level.

Students always experience the stated items about effective teaching. Enthusiasm gained ($\bar{x} = 4.33$, $SD = 0.531$),

organization ($\bar{x} = 4.27$, $SD = 0.536$), individual rapport ($\bar{x} = 4.27$, $SD = 0.602$), breadth ($\bar{x} = 4.31$, $SD = 0.595$), examinations ($\bar{x} = 4.32$, $SD = 0.571$), assignments ($\bar{x} = 4.20$, $SD = 0.712$), and overall/in general score ($\bar{x} = 4.38$, $SD = 0.622$).

Overall, this variable obtained ($\bar{x} = 4.28$, $SD = 0.486$) with a very high descriptive level and simply means that the teacher has always demonstrated effective teaching.

Table 4.1
Analysis of the Relationship of Motivation in Learning and Student Engagement

	Integrative Motivation	Instrumental Motivation	Motivation in Learning
Behavioral Engagement	0.289** (0.000)	0.437** (0.000)	0.425** (0.000)
Cognitive Engagement	0.399** (0.000)	0.518** (0.000)	0.531** (0.000)
Emotional Engagement	0.328** (0.000)	0.443** (0.000)	0.447** (0.000)
Learning Skills	0.371** (0.000)	0.508** (0.000)	0.510** (0.000)

Table 4.1 presents the results of the relationship between motivation in learning and student engagement. Through in-depth analysis, it obtained $r = 0.510$, $p = 0.000$ which means that there is a significant correlation between motivation in learning and students' engagement.

This suggests that if the motivation to learn is high, the engagement of the students also increases. Thus, H_0 stating that there is no significant relationship between the two variables is rejected.



Table 4.2
Analysis of the Relationship of Motivation in Learning and Effective Teaching

	Integrative Motivation	Instrumental Motivation	Motivation in Learning
<i>Effective Teaching</i>	0.359** (0.000)	0.542** (0.000)	0.526** (0.000)

Based on table 4.2, it obtained $r = .526$ and $p = 0.000$ which means that there is a significant relationship between motivation in learning and effective teaching. This indicates that

there is a strong correlation between the two variables. As a result, H_0 was rejected because there was a significant correlation between the variables.

Table 4.3
Analysis of the Relationship of Effective Teaching and Student Engagement

Indicator	Effective Teaching
Behavioral Engagement	0.629** (0.000)
Cognitive Engagement	0.566** (0.000)
Emotional Engagement	0.508** (0.000)
<i>Student Engagement</i>	0.612** (0.000)

The connection of factors between effective teaching and student engagement is shown in table 4.3. According to the data, there was a positive and significant correlation between the two variables ($r = 0.612$) and $P < 0.000$, indicating that there was a positive and significant correlation between effective teaching and student engagement.

Furthermore, H_0 rejected this research, revealing that effective teaching and student interaction were unrelated.

Table 5
Mediation Analysis of the Three Variables

X = Motivation in Learning (ML)
 Y = Student Engagement (SE)
 M = Effective Teaching (ET)

			Estimate	S.E.	C.R.	P	Label
M	<---	X	.510	.046	11.070	***	
Y	<---	X	.275	.053	5.211	***	
Y	<---	M	.519	.054	9.532	***	

Using path analysis, the result show that path Motivation in Learning (X) to Effective Teaching (M); Motivation in Learning (X) to Student Engagement (Y); and Effective Teaching (M) to Student Engagement (Y) are significant with sign unchanged, therefore, Effective Teaching partially mediates the relationship between Motivation in Learning and Engagement of the Student.

Table 5 shows that for each unit increase in Motivation in Learning, there is a corresponding increase of 0.51 units in Effective Teaching (M). Also, for each unit increase in

Motivation in Learning, there is an equivalent 0.28 increase in Student Engagement. Finally, for each unit increase in Effective Teaching, there is an equivalent 0.52 unit increase in Student Engagement.

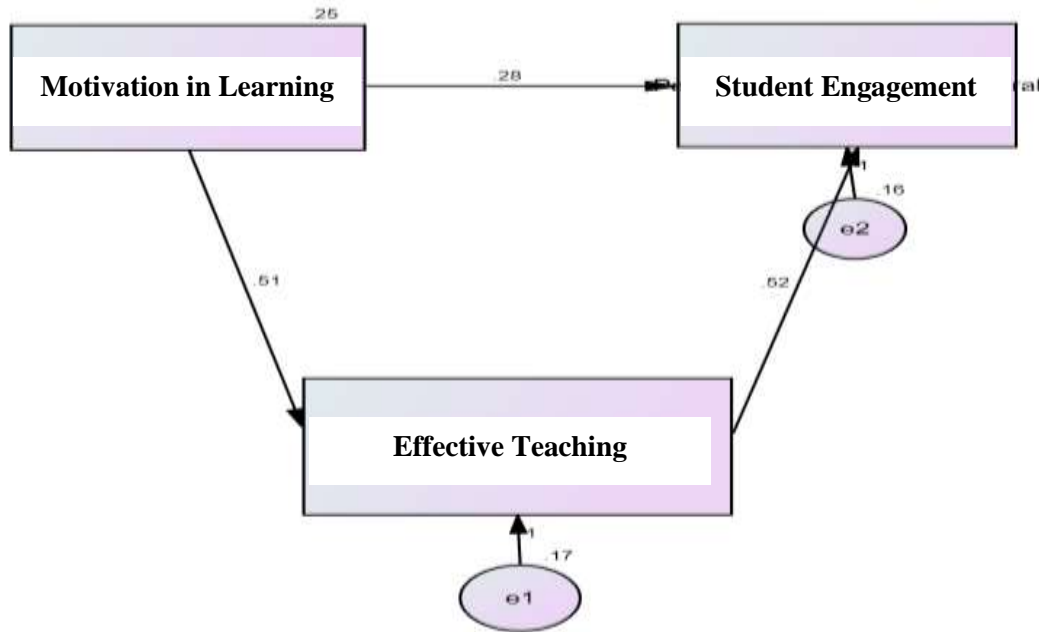
In summary, following the ML-ET-SE path, for each unit increase in Motivation in Learning, there is a 0.28 unit increase in Student Engagement. This implies that Student Engagement can be enhanced by Motivation in Learning, but should passed through enhanced Effective Teaching, hence,



higher Effective Teaching strategies mediate Motivation in Learning for enhanced Engagement of the Students.

Each variable in this study showed a significant correlation. There is a significant relationship between student learning motivation and engagement, motivation in learning and

effective teaching, and effective teaching and student engagement. Thus, H_0 is rejected stating that effective teaching has no mediating effect on students' motivation in learning and engagement.



CONCLUSION

The researcher noticed that the three variables had a strong relationship with one another during this research. Thus, as a result of the significant correlation of each variable, it was discovered that there is a partial mediation of the mediating effect of effective teaching on students' motivation in learning and engagement.

Researchers should focus their efforts on this direction in the future. Since the research was conducted in a private school, it is suggested to subsequent researchers to have a comparative study about it in private and public institutions after the pandemic.

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