EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

INFLUENCE OF EMOTIONAL SUPPORT FROM TEACHERS ON ACADEMIC MOTIVATIONS OF STUDENTS IN NORTH DAVAO COLLEGES, INC.

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Article DOI: https://doi.org/10.36713/epra27564
DOI No: 10.36713/epra27564

ABSTRACT

This study examined the influence of emotional support from teachers on the academic motivation of students in North Davao Colleges, Inc. A total of eighty-five (85) college students participated through total population selection. A quantitative–predictive correlational design was employed, and data were analyzed using weighted mean, standard deviation, Pearson correlation, and multiple regression analysis at a 0.05 significance level. Findings revealed that students perceived high levels of emotional support from teachers, particularly in encouragement, feedback quality, approachability, and understanding. Academic motivation was also high, with extrinsic motivation being the most prominent, while intrinsic motivation remained substantial. Results showed a significant positive relationship between emotional support and academic motivation, with feedback quality emerging as the strongest predictor, followed by approachability and encouragement, while understanding was not significant. The study concludes that emotional support from teachers plays a vital role in enhancing students' academic motivation. Encouragement was the most evident form of support, while feedback quality, though slightly lower, remained influential. Both intrinsic and extrinsic motivations contributed to sustained student engagement, with external incentives being more dominant. Furthermore, stronger emotional support, particularly through effective feedback and approachable teaching, was associated with higher levels of motivation. Based on these findings, it is recommended that academic leaders strengthen programs that enhance teacher-student interaction and emotional support. Faculty members should focus on constructive feedback, approachability, and encouragement, while students are encouraged to actively engage and utilize available support. Future research may explore additional factors influencing academic motivation and examine long-term effects of emotional support.

KEYWORDS: *Academic Motivations; Emotional Support; North Davao Colleges, Inc.; Teachers*

INTRODUCTION

Emotional support from teachers has increasingly been recognized as a vital component in shaping students' academic motivation, particularly in the critical stage of senior high school, where students face heightened academic expectations and future career uncertainties. Academic motivation serves as the driving force behind students' engagement, persistence, and achievement, yet many students struggle to sustain it due to various internal and external challenges. Teachers play a significant role in fostering a supportive classroom climate that can either encourage or undermine students' motivation.

Globally, insufficient emotional support from teachers remains a pressing concern that affects students' academic motivation. In the United States, Allen et al. (2023) observed that many learners feel disconnected from their teachers due to large class sizes and limited individualized attention. In South Korea, Park and Kim (2022) pointed out that the competitive academic atmosphere often pushes teachers to prioritize content mastery over students' emotional well-being, which result in feelings of isolation and decreased motivation. Similarly, McInerney and Marsh (2021) in Australia emphasized that inadequate emotional support from teachers contributes to lower academic self-concept and reduced persistence among high school students.

Across many schools, heavy workloads, administrative responsibilities, and pressure to meet academic targets limit teachers' capacity to provide emotional care and build supportive relationships with learners. In the United States, several public high schools continue to experience overcrowded classrooms that restrict opportunities for meaningful interaction (Lei, Cui, & Chiu, 2018). In Seoul, South Korea, schools in highly competitive districts often emphasize achievement over emotional connection, which heightens student stress (Park & Kim, 2022). Likewise, Australian secondary schools face challenges in maintaining teacher–student relationships due to time constraints and limited counseling support (McInerney & Marsh, 2021). These conditions weaken the emotional climate of classrooms, which lead to disengagement and a decline in students' motivation to learn.

In the Philippine context, the Department of Education (DepEd) has emphasized holistic student development, which includes the provision of emotional and psychological support within schools as part of its K–12 reforms (DepEd Order No. 42, s. 2017). However, studies indicate that many Filipino students still experience emotional neglect in academic settings. Cruz and Santos (2021) noted that limited teacher availability, high student-teacher ratios, and the prioritization of curriculum completion often hinder teachers' ability to provide consistent emotional support. Further, Del Rosario and Aquino (2022) revealed that students who perceive their teachers as emotionally distant are more likely to report lower academic motivation, heightened anxiety, and reduced classroom engagement.

The global health crisis has further intensified these challenges. According to Mercado et al. (2023), the abrupt shift to remote learning reduced opportunities for face-to-face interactions, which significantly weakening teacher–student emotional connections and contributing to declining motivation and academic disengagement. Moreover, Bautista and Reyes (2024) observed that in hybrid learning environments, many students felt emotionally unsupported, as teachers struggled to balance instructional demands with addressing students' mental health needs.

Focusing on Panabo City, several local studies have also identified pressing concerns regarding teacher emotional support and student motivation. Villanueva and Dizon (2023) found that while teachers express willingness to support students emotionally, time constraints, administrative workloads, and insufficient training in emotional support strategies often limit their efforts. Meanwhile, Rivera and Lopez (2024) reported that senior high school students in public schools frequently cite a lack of emotional encouragement and recognition from teachers as key factors that diminish their academic motivation, especially during stressful assessment periods. Additionally, Gonzales (2023) highlighted that socioeconomic pressures on families in Panabo City often amplify students' emotional struggles, which increases the need for empathetic teacher support in maintaining students' academic focus.

Despite extensive recognition of the importance of teacher emotional support in enhancing academic motivation, significant research gaps remain. In terms of contextual gaps, while global literature provides a broad understanding of teacher–student emotional dynamics, there is limited research focusing on college students within the local context of Panabo City, where cultural and socio-economic factors may shape students' experiences differently. Regarding substantive gaps, existing studies often examine emotional support or academic motivation independently, with limited emphasis on how teacher-provided emotional support directly influences students' academic motivation as an integrated construct. With respect to methodological gaps, many prior studies rely heavily on quantitative approaches, with few incorporating students' lived experiences to capture how emotional support is perceived and internalized in academic settings.

Given these gaps, this study is urgently needed to address the declining academic motivation observed among students and the increasing demand for emotionally responsive teaching practices, especially in the context of evolving educational challenges. Through examining the influence of emotional support from teachers on students' academic motivation, this research will contribute to the existing body of knowledge by providing localized empirical evidence, which deepens the understanding of teacher–student emotional interactions, and offers insights that may guide educators, school leaders, and policymakers in developing strategies that foster supportive and motivating learning environments.

THE STUDY'S OBJECTIVES

This study aims to examine the influence of emotional support from teachers on the academic motivation of college students. Specifically, it seeks to determine how different dimensions of emotional support contribute to students' levels of motivation and to identify which aspects serve as significant predictors of academic engagement. Specifically, this study aims to:

1. Determine the level of emotional support from teachers as perceived by college students in terms of:
   1.1 approachability
   1.2 encouragement
   1.3 understanding
   1.4 feedback quality
2. Determine the level of academic motivation of college students in terms of:
   2.1 intrinsic motivation
   2.2 extrinsic motivation
3. Examine the significant relationship between emotional support from teachers and the academic motivation of college students.
4. Identify which dimension of emotional support from teachers best predicts the academic motivation of the respondents.

METHODOLOGY

This chapter presents the research design, ethical considerations, research respondents, research instrument, data gathering procedures, and data analysis employed in the conduct of the study. It provides an overview of the methods and procedures used to examine the relationship between emotional support from teachers and academic motivation of students.

Method Used

This study employed a quantitative–predictive correlational research design to investigate how emotional support from teachers influences and predicts the academic motivation of students. This design is appropriate because it allows the researcher to examine measurable relationships among variables and determine which specific dimensions of emotional support best forecast students' levels of academic motivation. A predictive approach enables the identification of the most influential factors that shape motivation, while maintaining the natural classroom setting where teacher behaviors and student perceptions occur organically (Cohen et al., 2018).

The study specifically assessed the current levels of emotional support, which include the dimensions of approachability, encouragement, understanding, and feedback quality, alongside the dimensions of academic motivation, namely intrinsic and extrinsic motivation. Statistical procedures were used to measure the strength, direction, and predictive capacity of these relationships. Correlational analysis determined whether variations in emotional support were associated with changes in academic motivation, while regression analysis identified which dimension of emotional support served as the strongest predictor of student motivation.

Through this design, the study generated descriptive data that reflected the prevailing status of the variables, as well as inferential data that quantified the relationships and predictive power among them. This approach ensures that data collection, analysis, and interpretation were conducted systematically, rigorously, and ethically. The research provides evidence-based insights that can enhance teacher–student interaction strategies, strengthen supportive instructional practices, and foster improved academic motivation among learners.

Sources of Data

The study involved eighty-five (85) respondents selected from the total population of two hundred ninety-one (291) College of Education students enrolled at North Davao Colleges, Inc., Panabo City. The required minimum sample size for this study was computed using the formula proposed by Tabachnick and Fidell (2019), particularly for regression analysis, which is expressed as $N \geq 50 + 8m$ (where m represents the number of predictor variables). Based on this formula, the study required at least eighty-two (82) respondents to ensure sufficient statistical power for reliable analysis. The actual sample size of eighty-five (85) respondents exceeded the minimum requirement by three (3) participants, which is considered advantageous. This excess strengthens the robustness of the data, enhances the stability of the regression estimates, and reduces the risk of sampling errors. Consequently, having a sample size that surpasses the minimum requirement further supports the reliability and validity of the study's findings.

After establishing the required sample size, the study employed simple random sampling using the lottery method to select the participants. Each eligible student was assigned a number, and 85 numbers were randomly drawn. This method ensured equal chances of selection for all qualified students and minimized potential sampling bias, thereby strengthening the representativeness of the sample.

On one hand, the inclusion criteria required that participants (1) be officially enrolled in the College of Education, (2) be in their third or fourth year, (3) have been studying in the institution for more than two years, (4) demonstrate regular attendance and active participation in academic activities, and (5) be willing to truthfully share their experiences related to teachers' emotional support and their academic motivation. These criteria ensured that respondents had adequate exposure to classroom instruction, teacher behaviors, and institutional routines to provide meaningful and informed responses.

The selection of students with more than two years of academic experience ensured that participants had interacted with multiple instructors and were familiar with the emotional support practices observed in the institution. Focusing on third- and fourth-year students also ensured that respondents possessed the academic maturity needed to reflect critically on how teacher approachability, encouragement, understanding, and feedback quality influenced their intrinsic and extrinsic motivation.

Through random sampling, the study is able to capture a diverse range of experiences and perceptions while maintaining fairness in the selection process. The final sample size provided a credible and adequate basis for analyzing the predictive role of teachers' emotional support in shaping students' academic motivation. The overall sampling process strengthened the reliability of the findings and supported the study's goal of generating meaningful insights to enhance teacher–student interactions, promote supportive learning environments, and foster higher levels of academic motivation among College of Education students.

Data Gathering Instrument

The primary instruments for this study are structured questionnaires designed to measure Emotional Support from Teachers and Academic Motivation of college students. These questionnaires consist of closed-ended Likert-scale items that quantify students' perceptions of teachers' emotional support and their own academic motivation. The instruments are divided into

two parts: the first focuses on Emotional Support from Teachers, while the second measures Academic Motivation. Each variable is assessed through multiple items adapted to reflect the local context of North Davao Colleges, Inc., Panabo City. *Emotional Support from Teachers.* The instrument on Emotional Support from Teachers adapted from Hamre and Pianta (2001) examines four dimensions: Approachability, Encouragement, Understanding, and Feedback Quality. Approachability measures the extent to which students feel comfortable approaching teachers for help or guidance. Encouragement assesses the degree to which teachers motivate students through positive reinforcement and confidence-building. Understanding evaluates how well teachers empathize with students' personal and academic struggles, while Feedback Quality considers the clarity, effectiveness, and constructiveness of teachers' responses to guide learning.

To ensure content validity, the instrument was reviewed by experts in education to confirm that the items accurately reflect the dimensions of emotional support and align with the study objectives. The overall expert rating of the instrument is 4.06, described as very good. Reliability was established through a pilot test conducted with thirty (30) college students from nearby institutions, who were different from the actual respondents of the study. The pilot test yielded a Cronbach's alpha of 0.909, which indicates that the instrument is highly consistent and dependable for measuring emotional support.

Responses are interpreted using the following Likert-scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Emotional support from teachers is always evident.
3.40 - 4.19	High	Emotional support from teachers is oftentimes evident.
2.60 - 3.39	Moderate	Emotional support from teachers is occasionally evident.
1.80 - 2.59	Low	Emotional support from teachers is seldom evident.
1.00 – 1.79	Very Low	Emotional support from teachers is never evident.

Academic Motivation. The instrument for Academic Motivation, adapted from Pintrich and De Groot (1990), measures two dimensions: Intrinsic Motivation and Extrinsic Motivation. Intrinsic Motivation refers to students' engagement in learning for personal interest, enjoyment, or satisfaction, while Extrinsic Motivation refers to engagement driven by external factors such as grades, recognition, or rewards. The instrument was reviewed by experts to ensure that the items accurately measure the intended dimensions and align with the study objectives. The overall expert rating for validity is 4.18, described as very good. Reliability was established through a pilot test conducted with thirty (30) college students from nearby institutions, who were different from the actual respondents of the study. The pilot test produced a Cronbach's alpha of 0.911, which indicates high consistency and dependability of the instrument for measuring academic motivation. Responses are interpreted using the following scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Academic motivation of students is always evident.
3.40 - 4.19	High	Academic motivation of students is oftentimes evident.
2.60 - 3.39	Moderate	Academic motivation of students is occasionally evident.
1.80 - 2.59	Low	Academic motivation of students is seldom evident.
1.00 – 1.79	Very Low	Academic motivation of students is never evident

Both instruments are contextualized to the objectives of the study, and feedback from advisers, panel members, and expert validators is incorporated to refine the tools. These questionnaires provide accurate, reliable, and meaningful data on the relationship between Emotional Support from Teachers and Academic Motivation among college students. The instruments form the basis for generating evidence-based recommendations to enhance teacher support, improve student engagement, and foster a motivating academic environment at North Davao Colleges, Inc., Panabo City.

Method of Sampling

This study employed a simple random sampling technique to select the respondents from the target population of College of Education students at North Davao Colleges, Inc., Panabo City. This method was chosen to ensure that each member of the population had an equal and independent chance of being included in the study, thereby minimizing selection bias and enhancing the representativeness of the sample.

From a total population of two hundred ninety-one (291) students, a sample of eighty-five (85) respondents was determined based on the guidelines of Tabachnick and Fidell (2019) for studies involving multiple regression analysis. After establishing the required sample size, the lottery method was utilized. Each eligible student was assigned a number, and 85 numbers were randomly drawn, ensuring fairness and objectivity in the selection process.

The inclusion criteria required that participants (1) be officially enrolled in the College of Education, (2) be in their third or fourth year, (3) have been studying in the institution for more than two years, (4) demonstrate regular attendance and active participation in academic activities, and (5) be willing to provide honest responses regarding their experiences of teachers' emotional support and their academic motivation. These criteria ensured that respondents had sufficient exposure and maturity to provide meaningful data.

On the other hand, the exclusion criteria included students who (1) are in their first or second year, (2) have less than two years of stay in the institution, (3) are irregular or have limited class participation, and (4) are unwilling or unavailable to participate during the data collection period. Students who were part of the pilot testing were also excluded to avoid bias and ensure the integrity of the results.

The use of simple random sampling, together with clearly defined inclusion and exclusion criteria, strengthened the reliability and validity of the study by ensuring that the selected respondents were both representative of the population and capable of providing relevant and accurate information.

Procedure of the Study

The data gathering process for this study at North Davao Colleges, Inc. followed a structured and ethically guided protocol to ensure the accuracy, reliability, and validity of the results. The procedures were organized into several key stages: ethics review, validation of the instruments, endorsement from the Dean, securing a permit to conduct the study, and the administration and retrieval of questionnaires.

Ethics Review. Prior to conducting the study, the research proposal underwent an ethics review, and an Ethics and Compliance Certificate was secured on December 17, 2025. This ensured full compliance with ethical standards for research involving human participants. The review confirmed that the rights, welfare, and confidentiality of the student respondents from North Davao Colleges, Inc. were protected throughout the study. Ethical principles, including voluntary participation, informed consent, and data privacy, were strictly observed in accordance with the Data Privacy Act of 2012. *Validation of the Instruments.* The research instruments were subjected to expert validation on January 22, 2026 and January 26, 2026 to ensure clarity, relevance, and alignment with the constructs of emotional support from teachers and academic motivation. Feedback from the validators, the research adviser, and panel members were incorporated to refine and improve the instruments.

To further ensure reliability, pilot testing was conducted among thirty (30) college students. Letters to conduct pilot testing were sent to Northlink Technological College on February 23, 2026, with a Certificate of Appearance issued on February 25, 2026. Similarly, a letter was sent to Maryknoll College of Panabo, Inc. on February 25, 2026, with a Certificate of Appearance issued on February 26, 2026. The validation and pilot testing processes confirmed the reliability of the instruments, yielding a Cronbach's alpha of 0.908 for emotional support from teachers and 0.924 for academic motivation, indicating strong internal consistency.

Endorsement from the Dean. After completing the validation process and ethics review, the researcher secured a formal endorsement from the Dean of Rizal Memorial Colleges, Inc. on January 8, 2026. This endorsement served as an official recommendation, affirming that the study met academic and ethical standards and was appropriate for implementation with the identified student respondents.

Permission to Conduct the Study. Following the Dean's endorsement, a formal request to conduct the study was submitted to the administration of North Davao Colleges, Inc., Panabo City on January 29, 2026. Upon approval, a Certificate of Appearance was issued on March 3, 2026, signifying that the researcher was officially allowed to conduct the study within the institution. Coordination with faculty and administrative personnel was then undertaken to ensure proper scheduling and smooth administration of the data gathering process.

Administration and Retrieval of Questionnaires. The validated survey questionnaires on emotional support from teachers and academic motivation were distributed to the 295 college students who met the inclusion criteria at North Davao Colleges, Inc. Prior to answering the questionnaires, the respondents were oriented regarding the objectives of the study and were informed of ethical considerations, including voluntary participation, confidentiality, and their right to withdraw at any time without penalty. Informed consent was obtained from all participants before data collection commenced.

The questionnaires were administered using both paper-based and digital formats, depending on availability and respondent preference. Sufficient time was allotted for completion. All questionnaires were retrieved within the agreed schedule, after which the responses were checked, encoded, and prepared for statistical analysis.

The collected data were analyzed using appropriate statistical tools to examine the relationship between emotional support from teachers and academic motivation among college students. These procedures ensured the validity, reliability, and integrity of the data while maintaining the confidentiality and comfort of all participants.

Statistical Treatment

For a comprehensive interpretation of the data collected from college students, several statistical tools were employed, each corresponding to the study's research subproblems.

To address the first two research subproblems, which focused on determining the level of emotional support provided by teachers and the level of academic motivation among college students, the weighted mean and standard deviation were utilized. The weighted mean summarized the overall responses of the participants, while the standard deviation indicated the consistency or variability of their answers. These descriptive statistics provided a clear overview of the trends and patterns in both the independent and dependent variables.

For the third research subproblem, which sought to determine whether a significant relationship existed between emotional support from teachers and academic motivation, the Pearson Product-Moment Correlation Coefficient (r) was employed. This test measured the strength and direction of the linear relationship between the two continuous variables, allowing the researcher to examine whether higher levels of emotional support were associated with higher levels of academic motivation.

To answer the fourth research subproblem, which aimed to identify which dimensions of emotional support significantly influenced students' academic motivation, multiple regression analysis was conducted. This analysis assessed the individual contribution of each dimension of emotional support on students' academic motivation of the respondents.

Ethical Consideration

This study ensures that student respondents from North District Colleges, Inc., Panabo City are treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, risk minimization, and transparency guide the study to protect participants' rights, well-being, and privacy.

Social Value. The study aims to examine the relationship between emotional support from teachers and the academic motivation of North District Colleges, Inc., Panabo City. Findings provide insights that enhance teacher-student interactions, foster supportive learning environments, and improve students' academic engagement and motivation. Beyond the local context, the results inform teaching strategies, student support programs, and educational policies in other institutions.

Informed Consent. Informed consent is obtained from all participants from North District Colleges, Inc., Panabo City prior to data collection. Students are fully informed about the study's purpose, objectives, and procedures. Participation is voluntary, with no risks involved, and students can withdraw at any time without consequence. Consent forms are written in clear and accessible language, and participants are encouraged to ask questions before agreeing to take part.

Vulnerability of Respondents. Although college students are not considered a vulnerable group, reflecting on their perceptions of emotional support and academic motivation may cause minor discomfort. To address this, data collection is conducted using non-intrusive survey instruments. Students are allowed to skip any items they feel uncomfortable answering and can withdraw at any point without consequence.

Privacy and Confidentiality. Protecting respondents' privacy is a priority. All data are anonymized, with identifying information removed from reports. Collected data are securely stored in password-protected files accessible only to the researcher. The study adheres to the Data Privacy Act of 2012, which ensures strict confidentiality throughout the research process.

Risk, Benefits, and Safety. The study poses minimal risk as it employs non-invasive surveys. Minor discomfort may arise when reflecting on their academic motivations or teachers' support, but students can omit sensitive items. The benefits outweigh the risks, as findings guide improvements in teacher support, enhance students' academic motivation, and inform institutional strategies for student engagement. Participants are given access to results for their personal growth and awareness.

Justice. The principle of justice is observed by providing equal opportunity for all students from North District Colleges, Inc., Panabo City who meet the inclusion criteria to participate. Selection is free from bias, and findings are fairly shared with relevant stakeholders to ensure equitable access to the study's benefits.

Transparency. Transparency is maintained throughout the research process. Students are informed of the study's purpose, procedures, potential risks, and benefits before participation. Stakeholders, including faculty and administrators, are updated on progress, and findings are disseminated upon completion to encourage practical application in enhancing emotional support and student motivation.

Qualification of Researcher. The researcher is trained in educational research and familiar with ethical principles such as informed consent, confidentiality, and data protection, ensuring the study is conducted competently and respectfully.

Conflict of Interest. The researcher declares no conflict of interest. The study is conducted independently, free from personal or financial bias, and any potential conflict is disclosed to participants and stakeholders.

Adequacy of Facilities. Data collection takes place in safe and conducive environments at North District Colleges, Inc., Panabo City, whether in quiet classrooms or through secure online platforms. Proper tools and secure data storage ensure accuracy, comfort, and confidentiality.

Community Involvement. The study values the participation of the educational community at North District Colleges, Inc., Panabo City by aligning its objectives with the improvement of teacher support and student motivation. Feedback from stakeholders is considered in refining the research instrument, and findings are shared with faculty, administrators, and policymakers to guide strategies that strengthen emotional support and academic motivation among students.

Results

This chapter presents the results of the study based on the data collected in relation to the research objectives. The presentation is systematically organized according to the statement of the problem. Specifically, it discusses the level of emotional support from teachers, level of academic motivations of students, the significant relationship between the two variables, and the domains of emotional support from teachers that significantly influence academic motivations of students.

The level of emotional support from teachers was generally high (M = 3.74, SD = 0.32). Among its dimensions, encouragement obtained the highest mean (M = 3.94), followed by understanding (M = 3.76), approachability (M = 3.75), and feedback quality (M = 3.49). These results indicate that students oftentimes perceive their teachers as supportive, approachable, encouraging, and responsive to their academic needs. However, feedback quality recorded the lowest mean, suggesting the need to improve the clarity and specificity of teacher feedback.

The level of academic motivation was also high (M = 4.13, SD = 0.31). Extrinsic motivation was rated very high (M = 4.24), while intrinsic motivation was rated high (M = 4.02). This suggests that students are strongly motivated by external factors such as grades, parental expectations, recognition, and avoidance of failure, while also demonstrating internal interest and enjoyment in learning.

Correlation analysis revealed a significant positive relationship between emotional support from teachers and academic motivation ($r = .644$, $p = .000$). Emotional support was significantly related to both intrinsic motivation ($r = .669$, $p = .000$) and extrinsic motivation ($r = .376$, $p = .000$). Thus, the null hypothesis was rejected. This indicates that students who perceive greater emotional support from teachers tend to show higher academic motivation.

Regression analysis showed that emotional support significantly predicted academic motivation, $F = 19.091$, $p = .000$, with an R^2 value of .488. This means that 48.8% of the variance in students' academic motivation was explained by the dimensions of emotional support. Among the predictors, feedback quality emerged as the strongest predictor ($\beta = .474$, $p = .000$), followed by approachability ($\beta = .257$, $p = .008$) and encouragement ($\beta = .208$, $p = .020$). Understanding was not a significant predictor ($\beta = -.036$, $p = .712$). These findings suggest that clear, constructive, and supportive feedback plays the most important role in enhancing students' academic motivation.

Overall, the findings show that emotional support from teachers contributes significantly to students' academic motivation. In particular, high-quality feedback, teacher approachability, and encouragement are essential in strengthening students' engagement, confidence, and persistence in academic tasks. Therefore, teachers are encouraged to provide specific, timely, and supportive feedback while maintaining an approachable and motivating classroom environment.

Summary

The study investigated the influence of emotional support from teachers on the academic motivation of students in North Davao Colleges, Inc. A total of eighty-five college students participated in the study, selected from the total population to ensure sufficient representation for predictive analysis. A quantitative–predictive correlational research design was employed, and data were analyzed using weighted mean, standard deviation, Pearson correlation, and multiple regression analysis at a 0.05 alpha level of significance.

Findings revealed that students perceived high levels of emotional support from their teachers across all dimensions, and they also demonstrated high levels of academic motivation. Correlation analysis showed a significant positive relationship between emotional support and academic motivation. Multiple regression analysis identified feedback quality, approachability, and encouragement as significant predictors of academic motivation, with feedback quality having the strongest influence, which highlighted the importance of these aspects in enhancing students' motivation.

Conclusions

Based on the findings, the following conclusions are drawn: The students generally perceive a high level of emotional support from their teachers. Among the dimensions, encouragement stood out as the most evident form of support, while feedback quality, although rated slightly lower, still contributed positively to the overall perception of teacher support. These results suggest that teachers consistently provide a caring and supportive environment, which fosters students' emotional well-being and enhances their readiness to engage effectively in academic activities. This supports Attachment Theory (Bowlby, 1969; Ainsworth, 1989), which posits that emotionally supportive relationships create a sense of security that encourages engagement and participation in learning.

The results reveal that college students demonstrated a high level of academic motivation overall. Extrinsic motivation was the most prominent driver, which reflects students' strong responsiveness to external incentives such as grades, recognition, and rewards, while intrinsic motivation also remained high, indicating that students are motivated by personal interest, enjoyment, and meaningful engagement in learning tasks. These findings suggest that both internal and external factors contribute to sustaining students' effort, persistence, and active participation in their academic pursuits. This aligns with Expectancy-Value Theory (Wigfield & Eccles, 2020), which explains that motivation is influenced by both the value students place on tasks and the rewards associated with their performance.

Further, the findings indicate a significant positive relationship between emotional support from teachers and college students' academic motivation. Overall emotional support showed a strong association with academic motivation, while among the dimensions, feedback quality demonstrated a higher correlation, followed by approachability, encouragement, and understanding. These results suggest that greater emotional support from teachers, both overall and in specific dimensions, is linked to higher levels of student academic motivation. This supports Self-Determination Theory (Deci & Ryan, 1985), which emphasizes that supportive social environments enhance motivation by fulfilling students' psychological needs for autonomy, competence, and relatedness.

The regression analysis revealed that emotional support from teachers significantly predicted academic motivation. Among the dimensions, feedback quality emerged as the strongest predictor, followed by approachability and encouragement, while understanding was not significant. These findings indicate that constructive feedback, teacher approachability, and encouragement are key factors that effectively enhance students' academic motivation. This is consistent with Social Cognitive Theory (Bandura, 1986), which highlights that feedback and supportive interactions strengthen self-efficacy, thereby increasing students' motivation and persistence in academic tasks.

Recommendations

In the light of the foregoing findings, the following recommendations are offered:

The Dean may prioritize programs and policies that strengthen teacher–student interaction and institutional support systems, particularly those enhancing emotional support and feedback quality. Allocating resources for faculty development in emotional leadership and student-centered teaching is recommended. This may be achieved through structured professional development plans, mentoring programs, and regular evaluation of teaching practices aligned with student support outcomes.

Program Heads may organize capability-building activities focusing on effective feedback delivery, teacher approachability, and motivational support strategies. They may also implement monitoring mechanisms such as classroom observations, student feedback surveys, and performance reviews to ensure consistent application of emotionally supportive practices among faculty members.

Faculty members may consistently apply strategies that enhance emotional support, including providing timely and constructive feedback, maintaining openness to student concerns, and offering encouragement. Practical strategies may include using feedback rubrics, conducting short consultation periods, integrating reflective activities, and fostering inclusive classroom discussions that promote a safe and motivating learning environment.

Teachers may adopt more structured and explicit feedback strategies, such as providing step-by-step suggestions, using clear rubrics, and conducting follow-up discussions to ensure understanding, since students reported only a moderate level in receiving clear feedback on how to improve their work. Teachers may further create a more welcoming atmosphere by setting regular consultation hours, encouraging questions during and after class, and using supportive language that reduces fear of judgment, since students only moderately feel comfortable asking teachers for academic help.

Teachers may furthermore proactively invite inquiries, use interactive teaching methods, and check for understanding during lessons to make communication more accessible, since students find it only moderately easy to approach teachers for clarification. They may incorporate enrichment activities such as project-based tasks, independent research opportunities, and real-world applications to stimulate curiosity and intrinsic motivation, since students only moderately explore topics beyond what is required.

Students may be encouraged to actively participate in learning activities, seek clarification when needed, and make use of feedback provided by their teachers. They may also develop self-awareness of their intrinsic and extrinsic motivations through goal setting, self-reflection journals, and peer collaboration to strengthen their academic engagement.

Future Researchers. Future studies may explore additional variables influencing academic motivation, such as peer relationships, learning environments, and technology use. Employing mixed methods, longitudinal, or experimental designs may provide deeper insights into the long-term effects of emotional support on student outcomes.

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