STUDENT-TEACHER RELATIONSHIP AND CLASSROOM SOCIAL CLIMATE AS A PREDICTOR FOR LANGUAGE LEARNING MOTIVATION

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ABSTRACT

The purpose of this study was to describe the student-teacher relationship and classroom social climate on the motivation in Filipino language learning of first-year college students. This is a descriptive correlational study which examined the relationship of variables, the student-teacher relationship and classroom social environment as independent variables and the language learning motivation as the dependent variable. This research was conducted on 400 students using stratified random sampling. In analyzing the quantitative data, mean, pearson r, and hierarchical multiple linear regression were used. It was found that the level of the student-teacher relationship, classroom social climate and language learning motivation in Filipino language are all high as seen by the respondents. There is a significant correlation between student-teacher relationship and language learning motivation, and the classroom social climate and language learning motivation. As seen, both were moderately related. The two identified independent variables were both predictors but it appeared that the classroom social climate was more influential on students' motivation to learn the language. Because of this study, teachers will be able to pay more attention to the possible reasons for strengthening the motivation of students to learn the Filipino language.

KEYWORDS: *education, student-teacher relationship, classroom social climate, language learning,motivation, hierarchical multiple linear regression, Philippines*

INTRODUCTION

Meaningful learning will only occur if the language used in instruction will bring meaningful and realistic communication to the teacher and the student. In the field of education and psychology, motivation receives so much attention. Khaydaruva et al (1479) pointed out that motivation has a major impact on second language learning. In the process of learning the language, students may have low motivation. Low motivation may mean having low academic performance. In the Philippines, it is not surprising that the results of the National Achievement Test 2019 as announced by the Department of Education are low. In the same year, the results of the local and international assessment of the 2018 Program for International Student Assessment (PISA) of the Organization for Economic Co-operative and Development were also released, in which Filipino students also achieved low performance.

In ensuring students' effective use and understanding of the language, teachers' consideration of each student's motivation in learning should be present. Paying attention to the importance of language can help develop students' motivation to learn the language even if the motivation is not internal or intrinsic, as stated by Huitt and who was also mentioned by Alizadeh (13). It simply means that students need to see the importance of language in their lives because if there is a lack in motivation or no motivation at all, they may experience many problems. One of these is misunderstanding the lesson. Without the desire to learn, effective learning is very difficult to achieve.

Motivation of students in language learning has been proven to be very important since motivation is the key to develop the language skills. The role of teachers is important to encourage students to learn a second language especially the Filipino language, the second language of many Filipino students, and one of the languages of instruction in the country. As concluded by Anjomshoa and Sadughi (137), motivation in learning a second language is very important and it proved that the motivation of students is the reason why they have effective language learning.

Two of the major contributors to the motivation of students in language learning are the student-teacher relationship and the classroom social environment. According to Psychologist B.F. Skinner (Ugwuanyi et al, 216), a person learns and develops his intellectual ability by motivating, stimulating and reinforcing any good actions or habits that depend on other people. In the field of education, it is the teacher who fosters good behavior or habits. The teacher will determine and reward whether the student has done something good to encourage this behavior or not, so as a punishment to eliminate or stop any bad behavior. On the other hand, Persad's work (62) shows the relationship between the classroom social environment and students' satisfaction in indicating the type of relationship the student has with his teacher as well as with his classmates.

Researchers continue to conduct studies on the motivation of students in language learning in order to further enhance their respective performances in the learning process. Many factors can affect students' motivation in language learning just like the influence of parents (Rahman et al. 544) but in this study, it will be learned whether the connection of the student-teacher relationship and classroom social climate is significant on the motivation of the students in the first year of college to learn the Filipino language. Several studies have been conducted on the variables used in this study but the correlation of these has not been combined. The immediate conduct of this study will help to expand the awareness of schools, even of teachers in the development of language learning. It will also improve the state of the country and also the quality of education by strengthening a more effective teaching and learning process.

OBJECTIVES
This study aims to describe the student-teacher relationship and classroom social climate on the motivation in Filipino language learning of first-year college students.

METHOD
The non-experimental design used in the study was conducted by the researchers to observe the natural result of the study without involving in any way especially with independent variables (Reio 677). Quantitative research is the systematic discovery of events by gathering quantitative data to analyze and interpret (Goertzen 12). This paper is a non-experimental and quantitative type of research. It is a quantitative descriptive method in which the information found in variables is described based on the indicators contained in them. This paper is a descriptive correlational study in which the correlation of variables is ascertained. Lappe, et al. (2) stated that this design is important in a research in describing how one situation relates to another situation. The researchers had no control over the variables that may influence the likely outcome.

This study was conducted in Koronadal City, South Cotabato, Philippines in 400 respondents who are first year college students and taking Filipino subjects at the time the study was conducted. The respondents were purposely chosen adhering to the inclusion criteria set by the researchers. A questionnaire was used in order to answer the problems in the research. The statistical methods used in this study are the mean, pearson r, and hierarchical multiple linear regression. In conducting this study, ethical considerations were followed.

RESULTS AND DISCUSSION
In the student-teacher relationship, punishment obtained a very high level remarks based in the mean. In the study by Lefton and Kosslyn and Rosenberg cited by Laurent (1), teachers use punishment as one of the most important ways to discipline and control students 'behavior. In this research, each item in the penalty indicator was used a reverse code to match it to other items. Because the study found that almost no punishment is imposed on Filipino teachers, that is an indication that they have a good relationship with each other. This was followed by academic support and agreement, affective experience and involvement which in turn reached a high level. Awareness/understanding gained only a moderate level remarks. In the study conducted by Terzi and Celik (55), it is said that the teacher lacks direct access to verbal and non-verbal response from their students in a virtual classroom. The relationship if they had met in person may have been affected because classes were conducted in a virtual manner.

Table 1: *Level of Student-Teacher Relationship*

Indicator	Mean	SD	Level
Academic Support	3.99	.380	High
Punishment	4.32	.774	Very High
Involvement	3.81	.494	High
Awareness/Understanding	3.36	.462	Moderate
Affective Experience	3.89	.519	High
Engagement	3.99	.493	High
Overall	3.89	.406	High

In this variable, promoting mutual respect was found to be very high. In the journal written by Barr (3), a class has a good relationship if a student respects his teacher and fellow classmates, and if the teacher respects his students as well. Teacher support, on the other hand, received a high level remarks. Maulana, Hels-Lorenz, Irnidayanti & Van de Grift (445) found that teacher support is a strong determinant of the fun, challenge and excitement of students' participation and engagement. The achievement of the performance goal, in turn,

obtained the lowest with a moderate level. In research conducted by Bong, Woo and Shin (466), it is said that there are three forms of performance goal. There is the goal according to the self-validation of the students, the goal to achieve normative excellence and the goal to get a good result without considering the normative comparison. As a result of this study, it can be said that students dislike the normative efficiency that leads to comparisons with others. Instead, they prefer to prove their own abilities and achieve good results.

Table 2: *Level of Classroom Social Climate*

Indicator	Mean	SD	Level
Teacher Support	3.80	.596	High
Promoting Mutual Respect	4.44	.627	Very High
Promoting Performance Goals	3.33	.473	Moderate
Overall	3.86	.413	High

Language learning motivation resulted in good results in this study. Integrative motivation gained a very high level. Students are motivated to learn the Filipino language when they see its importance in all aspects of their lives. In the study of Anjomshoa and Sadighi (127), it was revealed that integrative motivation means that a person integrates himself into a culture in order to be part of the society that employs that specific culture. Instrumental motivation gained a high level. This motivation is seen as the use or instrument of language to

accomplish a goal such as finding a job, one's own desire to grow oneself or reading technical literature. Zaker (84) says in his study that students with strong instrumental motivation often think that learning proficiency is sufficient to accomplish the goal of self-improvement in the second language he or she is learning. In this research, many of the respondents were motivated to learn the Filipino language because of their proficiency in class and the grades given to them.

Table 3: *Level of Language Learning Motivation*

Indicator	Mean	SD	Level
Instrumental	3.54	.472	High
Integrative	4.32	.588	Very High
Overall	3.93	.446	High

The results show that the student-teacher relationship and motivation in language learning have a significant relationship having moderate correlation. Students are moderately excited about language learning when considering the student-teacher relationship. In the study conducted by Koca (8), good interaction within the classroom will occur only when the teacher has support in the participation and involvement of

students in any classroom activity and the provision of students honest compliments. The teacher also provides persuasive words to help students perform. Consensus from the teacher and students is one of the most important requirements to develop the well-being and motivation of the students.

Table 4: *Correlation between Student-Teacher Relationship and Language Learning Motivation*

Student-Teacher Relationship	Language Learning Motivation		
	Instrumental	Integrative	Overall
Academic Support	.227**	.470**	.429**
	(.000)	(.000)	(.000)
Punishment	-.187**	.268**	.078
	(.000)	(.000)	(.121)
Involvement	.116*	.517**	.402**
	(.020)	(.000)	(.000)
Awareness/Understanding	.258**	.395**	.397**

	(.000)	(.000)	(.000)
Affective Experience	.019	.395**	.271**
	(.702)	(.000)	(.000)
Engagement	.246**	.597**	.524**
	(.000)	(.000)	(.000)
Overall	.102*	.543**	.412**
	(.041)	(.000)	(.000)

** p<0.01   * p<0.05

Between the classroom social environment and motivation in language learning, the result showed that they have a significant correlation having a moderate correlation. Meaning, the motivation of students to learn the Filipino language is only moderate considering the social classroom environment.

Table 5: *Correlation between Classroom Social Climate and Language Learning Motivation*

	Language Learning Motivation		
Classroom Social Climate	Instrumental	Integrative	Overall
Teacher Support	.372**	.464**	.503**
	.000	.000	.000
Promoting Mutual Respect	.150**	.521**	.422**
	.003	.000	.000
Promoting Performance Goals	-.150**	.207**	.056
	.003	.000	.260
Overall	.198**	.566**	.477**
	.000	.000	.000

** p<0.01   * p<0.05

The study by Joe, Hiver and Al-Hoorie (133) noted that there is no success in learning a second language without any motivation in the student (Dornyie & Ryan). But motivation alone from students is not enough. The social climate the teacher imposes in the classroom will also help. Akhtar, Hussain, Afzal, and Gilani (1202) quoted by Whitaker discovered that the most fundamental aspect of the classroom environment is not the students but the teachers. Good teachers have a high view of students that they can cope with what the teachers provide. Good teachers also give themselves high opportunities. These teachers know the importance of engaging with their students. Having a beautiful and positive classroom social environment also brings about a positive culture where teamwork, solidarity, connection and the desire to achieve performance goals reside.

In table 6, given the result of ΔR2 in Model 1, no comparison has yet taken place because only all indicators of the first independent variable student-teacher relationship can be seen. This means that in the overall percentage of students' language learning motivation is high. In Model 2, the modified result of ΔR2 can be seen. There was a comparison of the effect of the student-teacher relationship on students 'motivation and the entry result in each indicator of the classroom social environment. The percentage change was the change that took place with the help of both the student-teacher relationship and the classroom social environment. When analyzed, the contribution of the classroom social environment to motivation in students' language learning was overall higher than the student-teacher relationship. It simply means that the classroom social environment is more influential than the student-teacher relationship on students' motivation to learn the Filipino language.

Table 6: *Hierarchical Multiple Linear Regression showing the Influences of Student-Teacher Relationship and Classroom Social Climate in the Language Learning Motivation*

Model		B	S.E.	β	t	Sig.	ΔR2
1	(Constant)	1.893	.211		8.979	.000	0.299
	Academic Support	.162	.074	.138	2.200	.028*	
	Punishment	-.065	.034	-.112	-1.910	.057	
	Involvement	-.030	.078	-.033	-.384	.701	
	Awareness/Understanding	.039	.061	.040	.637	.525	
	Affective Experience	-.065	.059	-.076	-1.115	.265	
	Engagement	.478	.070	.528	6.833	.000*	
2	(Constant)	1.775	.218		8.131	.000	0.352
	Academic Support	.109	.071	.093	1.522	.129	
	Punishment	-.053	.034	-.091	-1.540	.124	
	Involvement	-.058	.076	-.064	-.764	.445	
	Awareness/Understanding	.003	.062	.003	.052	.959	
	Affective Experience	-.053	.056	-.061	-.933	.351	
	Engagement	.344	.071	.381	4.861	.000*	
	Teacher Support	.146	.045	.196	3.224	.001*	
	Promoting Mutual Respect	.135	.037	.190	3.675	.000*	
	Promoting Performance Goals	-.051	.043	-.054	-1.188	.236	

In Model 1, out of the six indicators, only academic support and agreement emerged with a significant correlation with students' motivation to learn Filipino. This does not mean that punishment, involvement, awareness/understanding and affective experience are worthless. Although they did not have a significant correlation if the statistical result was the basis, they did not contribute much to the existence of the student-teacher relationship. Means the contribution of the four identified indicators is only partially or frequently.

There is no denying that academic support in the student-teacher relationship is significant. In a study conducted by Lee (337), instead of academic support, he used academic necessity in a good student-teacher relationship. He found that the impact of the student-teacher relationship on the outcome of students' performance did not depend on academic need only.

In the indicative agreement, it also had a significant relationship with the student-teacher relationship. In the study conducted by Roorda, Zee, Bosmon and Koomen (74), although the participants were students with special needs, it still appeared that the engagement or agreement of the students was intensifying. When there is a good relationship between teacher and student. However, the good relationship they have within the class depends on the teacher and will cause to intensify the relationship between the student and the teacher, as well as the student in the lesson.

Model 2, on the other hand, shown the comparison of the results from the student-teacher relationship only to the introduction of the classroom social environment. This time, out of a total of nine indicators, only three had a significant relationship with motivation in learning the Filipino language.

These are agreement, teacher support and the promotion of mutual respect. The remaining six indicators mean that there is little help in strengthening the motivation of students in learning the Filipino language.

In relation to agreement or engagement and motivation, in the study done by Pesare, Roselli, Corriero, et al (2) also mentioned in the studies of Reschly and Christenson, Schunk and Mullen; Skinner et al and Bangert-Drowns and Pyke, they often see agreement connected to motivation. Once again these terms are freely interchangeable. Consensus is the hallmark of students' motivation. Therefore, these statements support the results of this research.

Teacher support is important to the motivation of students. That is what is proven in this study which is supported by research article and work by Maulana et al (445) who say that students have a meaningful and positive view of the support provided by their teacher and its relationship to their motivation. and it also brings high motivation to the students.

Promoting mutual respect is also meaningful and related to gaining motivation to learn. Kohler-Evans, a professor, shared that community principles are needed within the classroom to overcome the promotion of mutual respect. This will guide students in what they should behave in class. To do this, the teacher is responsible for it. It is not enough for him to teach only the concepts but also the good qualities that will help to have a good classroom environment that will develop the motivation of the students to learn any subject, including their learning of the Filipino Language.

CONCLUSION AND RECOMMENDATION

It emerged from the study that academic support, involvement, affective awareness all had a significant relationship with overall motivation in language learning. Among the indicators of the student-teacher relationship, only one had no significant relationship with instrumental motivation and that was affective. One is also significant but negative, the punishment and the rest are positive and significant. All indicators of the student-teacher relationship in integrative motivation are positive and significant. Overall, there is a significant relationship between student-teacher motivation and Filipino language learning. Therefore, it can be said that the student-teacher relationship is really a predictor of students' motivation in language learning.

The results of the study also did not differ from the relationship between the social classroom environment and motivation for language learning. Teacher support and fostering mutual respect are significant in the overall outcome of language learning motivation. To be specific, performance goal promotion was found to be negative but significant to instrumental motivation. Teacher support and fostering mutual respect are both positive and meaningful. In integrative motivation, all indicators in the classroom social environment were found to be positive and significant. In the overall result, the overall result of the classroom social environment and the overall result of motivation in language learning were found to be significant. Thus, the social environment of the classroom is also a predictor of the motivation of first-year students to learn the Filipino language.

The level of student-teacher relationship turned out to be high. The researcher recommends having a variety of seminars to make maintain good student-teacher relationship. This will remind and instill in teachers the importance of good relations between them and their students. It is also appropriate to send a list or suggested strategies on how to build a good relationship. It is also suggested to intensify the teaching of building good relationships within the classroom in professional education subjects to pre-service teachers so that they can consider their approach to building the classroom in case they become teachers.

It was found that the level of classroom social environment was also high. To increase this more, the researcher recommends that the teacher should have enough knowledge in building a beautiful and positive social classroom environment through seminars. It is also important for the teacher to use teaching methods, approaches and strategies that will strengthen the social interaction of the students. This will support the motivation of students to learn the Filipino language.

The level of motivation of the students in learning the language was also high. The integrative motivation is so high that the teachers can only continue what they are used to teaching Filipino where the students see the importance of the language in the whole aspect of life considering the culture they belong to. The instrumental motivation is high so, the researcher suggests that the motivation of students to use language in a practical way such as just its application in their studies.

Significant results emerged on the correlation of student-teacher relationship and motivation in language learning and the correlation of student-teacher relationship and motivation in language learning. Consequently, the researcher suggests further strengthening and integrating the two indicators in teachers' teaching to students to also strengthen their respective language learning motivations.

It was found that the student-teacher relationship and classroom social environment were predictors of students' motivation in language learning. It is recommended that other predictors can be studied and explored and undertaken by subsequent researchers to assist in the need of teachers and students for the excellence of the teaching and learning process in the country.

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