

Teaching style and student well-being: regression analysis in Filipino language learning

Ma. Ernalyn B. Cepeda, Jonalyn L. Denusta, Salvador P. Bacio Jr.
Faculty of Education, West Visayas State University-Main Campus, Iloilo City, Philippines

Article Info

Article history:

Received Oct 10, 2025

Revised Jan 20, 2026

Accepted Feb 28, 2026

Keywords:

Anxiety
Attitudes
Correlation
Filipino subject
Learning style
Motivation
Regression analysis

ABSTRACT

Teaching style is widely theorized to shape learners' affective experiences in language classrooms, yet empirical evidence remains limited in Filipino language settings, an underexplored context compared with the extensive English-focused literature. This study examined the extent to which teaching-style dimensions influence students' anxiety, motivation, and attitudes toward Filipino. Using a descriptive-correlational design with multiple regression analysis, data were collected from 120 Grades 7–10 students enrolled in the Integrated Laboratory School (ILS) of a state university. Three validated instruments were employed: a Filipino-adapted foreign language classroom anxiety scale (FLCAS), the attitude and motivation test battery, and a teaching-style inventory assessing authority, managerial, delegator, facilitator, and hybrid dimensions. Findings showed high levels of anxiety, motivation, and attitudes toward Filipino. Teaching style dimensions were positively associated with motivation and attitudes, but not with anxiety. Regression results further indicated that only the hybrid teaching style significantly predicted students' attitudes, whereas no teaching-style dimension significantly predicted anxiety or motivation. These results provide context-sensitive evidence for Philippine multilingual classrooms, highlighting the practical value of hybrid teaching in strengthening positive attitudes while indicating that anxiety likely requires targeted interventions beyond teaching style alone.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Salvador P. Bacio Jr.
Faculty of Education, West Visayas State University-Main Campus
Luna St. La Paz, Iloilo City, Philippines
Email: salvador.bacio@wvsu.edu.ph

1. INTRODUCTION

As modern language education continues to evolve, scholarly attention has increasingly focused on how teachers' instructional styles shape learners' affective-motivational profiles and, by extension, their learning trajectories. In language classrooms, teaching style extends beyond method choices or instructional materials; it reflects how teachers structure interaction, manage the emotional climate, regulate participation, and respond to students' linguistic and affective needs-conditions that influence whether learners view the classroom as a safe space for communication, risk-taking, and meaning-making. Recent evidence continues to support these links: university teachers' teaching style has been shown to predict language learners' classroom engagement through self-efficacy mechanisms [1], while perceived teacher support-often enacted through supportive, responsive instruction-relates to learners' enjoyment and progress in language learning [2]. Together, these findings reinforce the view that effective language teaching is not only a cognitive enterprise but also an affective one, where motivation, anxiety, and attitudes play decisive roles in shaping learning outcomes.

Studies likewise indicate that classroom-oriented interventions (active learning designs) can enhance motivation and attitudes and reduce anxiety [3], and that foreign language anxiety is not fixed but can change over time depending on learners' experiences and supports [4]. These strands of evidence suggest that teaching style and classroom design can function as practical levers for improving learners' affective experiences, while also highlighting that anxiety may require targeted, sustained supports to shift meaningfully. These dynamics are particularly salient in Filipino language classrooms situated within multilingual educational contexts, where learners routinely navigate the simultaneous use of regional languages, Filipino, and English. In the Philippine educational system, multilingualism is both a resource and a challenge: diverse linguistic repertoires can support transfer and meaning-making, yet they may also generate uncertainty about norms, heightened sensitivity to evaluation, and ambivalent attitudes toward Filipino as an academic subject. Research on multilingual classrooms emphasizes that language practices such as translanguaging interact with classroom management and climate, shaping how safe, orderly, and participatory learners perceive the class to be [5]. Similarly, digitally mediated translanguaging spaces have been conceptualized as opportunities to strengthen motivation and reduce anxiety when classroom interaction is designed to be supportive and engaging [6].

In many cases, Filipino is positioned alongside English within a hierarchy of languages shaped by historical, institutional, and sociocultural forces [7]. Within this complex ecology, teaching style becomes a critical mediating factor that can either validate learners' linguistic identities or exacerbate feelings of inadequacy and disengagement. Despite this complexity, empirical research examining how teaching styles relate to students' anxiety, motivation, and attitudes toward Filipino remains limited compared with the extensive body of work in English and other foreign language contexts. The international evidence base-while often grounded in English/English as a foreign language (EFL) settings-offers transferable mechanisms (autonomy support, teacher support, and classroom climate) that warrant testing in Filipino classrooms to establish context-sensitive validity [2], [8], [9].

The present study is anchored in two complementary theoretical frameworks that explain how instructional styles shape learners' affective experiences and learning outcomes. Self-determination theory (SDT) [10] argues that motivation becomes more autonomous and sustained when classroom practices support learners' needs for autonomy, competence, and relatedness. Accordingly, teaching styles that combine clear structure with meaningful choice, constructive feedback, and respectful teacher-student relationships (facilitator or well-calibrated hybrid approaches) are more likely to strengthen internalized motivation and positive attitudes, whereas overly controlling or rigid approaches may undermine need satisfaction and reduce engagement.

Complementing SDT, Krashen's affective filter hypothesis [11] posits that anxiety, low motivation, and negative attitudes raise an affective "filter" that can block learners from noticing, processing, and using otherwise comprehensible input. In practical terms, teaching styles that normalize errors, encourage dialogic interaction, and emphasize formative feedback can lower anxiety and increase willingness to participate, while punitive or high-pressure environments may elevate anxiety and restrict communication. From a synthesis perspective, authority-oriented styles may provide structure and clarity but can conflict with SDT and heighten the affective filter when they reduce autonomy and amplify evaluative threat; facilitator-oriented styles tend to align with SDT by supporting autonomy and relatedness and may lower anxiety through supportive interaction. Hybrid styles may integrate structure with support, potentially optimizing need satisfaction while maintaining clear expectations-consistent with evidence linking teacher support to lower L2 anxiety and greater willingness to communicate [9], [12].

Language anxiety remains a persistent concern in second language learning, particularly in tasks requiring oral performance, spontaneous interaction, and public use of the target language. Anxiety can interfere with cognitive processing, disrupt working memory, reduce communicative confidence, and negatively affect academic performance. In the Philippine context, learners of Filipino-especially those whose first languages are regional-may experience heightened anxiety due to linguistic distance between their home language and Filipino [13], sociocultural expectations surrounding "correct" language use [14], and the dominance of English in formal educational and academic domains [7]. These conditions may position Filipino as a high-stakes academic subject rather than a familiar communicative resource, thereby intensifying emotional responses during classroom participation. This concern aligns with recent work showing that language anxiety is associated with reduced speech fluency during oral production tasks [15], suggesting that anxiety can directly constrain observable performance in high-stakes classroom interactions.

Previous research indicates that supportive learning environments and adaptive teaching styles play crucial roles in mitigating language anxiety and enhancing learner engagement. Instructional approaches that integrate culturally relevant content, flexible interaction patterns, and appropriate use of technological tools have been identified as effective in second language teaching contexts [16]. Because language anxiety often emerges from lived classroom experiences-such as task demands, participation structures, teacher feedback,

and evaluation practices-teaching style becomes a central factor shaping emotional reactions to language learning. In this sense, instructional styles function not only as pedagogical strategies but also as affective regulators that influence learners' sense of safety, confidence, and willingness to participate [17]. Recent evidence further indicates that perceived teacher support can indirectly reduce anxiety through learners' positive psychological resources (grit) [12] and can strengthen willingness to communicate when anxiety is addressed as a mediating mechanism [9]. In multilingual classrooms, learner perceptions of climate and management also matter [5], reinforcing the relevance of teaching-style dimensions as both instructional and affective regulators.

Despite the growing international literature on teaching styles and affective-motivational variables in language learning, most empirical studies have been conducted in English or EFL context. Research explicitly modeling how Filipino teachers' instructional styles relate to learners' anxiety, motivation, and attitudes toward Filipino remains scarce, particularly within multilingual Philippine classrooms. This lack of context-specific evidence limits the applicability of existing theoretical and pedagogical insights and underscores the need for empirical studies grounded in local linguistic realities. Most studies focus on English; little is known about Filipino language classrooms.

In response to this gap, the present study seeks to describe students' levels of anxiety, motivation, and attitudes toward Filipino, identify teachers' predominant teaching styles, and determine whether teaching styles are significantly related to students' affective-motivational outcomes. Guided by SDT and the affective filter hypothesis, the study hypothesizes that teaching styles significantly predict students' motivation and attitudes toward Filipino and also significantly predict language anxiety. By empirically testing these relationships, the study contributes context-sensitive evidence for Philippine multilingual classrooms, clarifying which instructional conditions support positive affective outcomes and informing instructional practice, professional development, and future research in Filipino language education. This focus is timely given recent evidence highlighting the centrality of teacher support and classroom design in shaping motivation and anxiety outcomes in language learning [2], [8], [9].

Considering the theoretical map presented and the limited literature in understanding how teaching styles could guide learners in learning Filipino. This study aimed to determine the levels of language anxiety, motivation, and attitudes of students and their relationship to the teaching styles of Filipino teachers. Specifically, the study answered the following questions:

- What are the levels of language anxiety, motivation, and attitudes of students toward Filipino?
- What are the teaching styles of Filipino teachers?
- Is there a significant relationship between the levels of language anxiety, motivation, and attitudes of students and the teaching styles of Filipino subject teachers?
- Which dimensions of teaching style significantly predict students' anxiety, motivation, and attitude toward Filipino?

2. METHOD

2.1. Research design

This study employed a descriptive-correlational design. This design aims to present a picture of various situations and determine their relationship with different factors. In this study, the researcher identified the levels of anxiety, motivation, and attitude of the students and examined their relationship with the teaching styles of the teachers. This research design is suited to the study objective because the intent of the study is to examine how students' level of anxiety, motivation, and attitudes relate to the teaching styles used by Filipino teachers. Instead of more common research designs (experimental), the selected research design fits the study because there is no need to manipulate or control teachers' instructional behaviors as it will only be impractical in an authentic school setting and compromise the natural classroom climate that this study aims to examine and understand. Moreover, the study aims to describe existing conditions and determine whether there are meaningful associations among teaching styles and affective-motivational variables.

By observing these relationships as they naturally occur in the classroom, a descriptive-correlational design allows genuine patterns of interaction to surface and inform more targeted learning and teaching interventions in the future. As shown in Figure 1, the conceptual framework synthesizes the assumption that teaching styles specifically authority, managerial, delegator, facilitator, and hybrid play a decisive role in shaping students' affective-motivational outcomes, namely anxiety, motivation, and attitude. By structuring classroom interaction, regulating learner autonomy, and establishing the emotional climate of instruction, each teaching style creates distinct learning conditions that influence how students feel, engage, and respond to academic tasks.

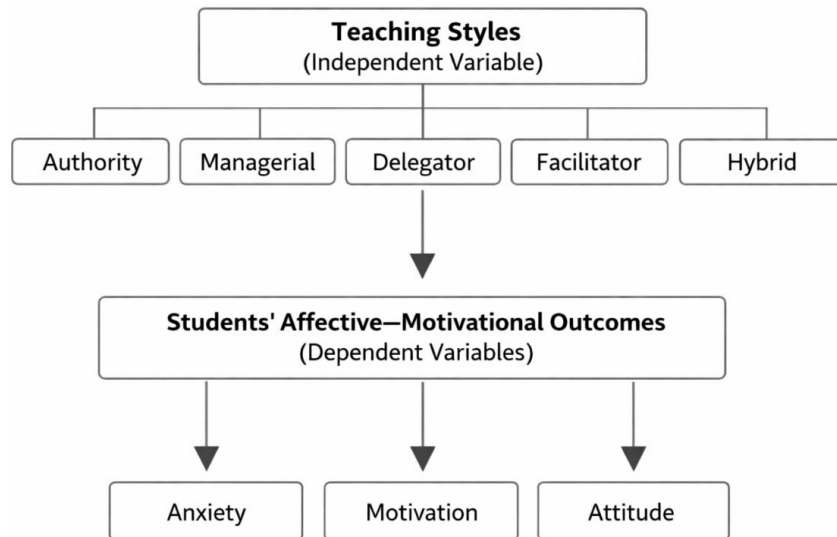


Figure 1. Research paradigm

2.2. Participants

The respondents were secondary school students enrolled during school year 2023–2024 at two institutions in Iloilo: Janiuay National Comprehensive High School and the Integrated Laboratory School (ILS) of West Visayas State University (WVSU). These sites were purposively selected to capture variation in instructional environments while maintaining comparable curricular standards under the national Filipino curriculum. Specifically, the inclusion of a public comprehensive high school provided a typical public-school context, whereas the university laboratory school represented a setting where instructional resources and pedagogical supports may be more structured or enriched. This dual-site design therefore strengthened the study's contextual relevance by allowing comparison across two common but distinct school environments. However, because the sample was drawn from only two schools within the same province, the findings should be interpreted as context-specific rather than nationally representative; generalizability is thus limited to similar multilingual secondary school settings. Data collection was conducted in two phases.

For the pilot testing, 100 students from Janiuay National Comprehensive High School answered the preliminary questionnaire to establish reliability and refine the instrument. This sample size was considered adequate for reliability analysis and item validation, consistent with methodological recommendations for internal consistency testing. Results from the pilot phase informed revisions to item wording, scale clarity, and overall instrument structure. For the main study, 120 students from grades 7 to 10 of the ILS were selected through simple random sampling. The focus on Grades 7-10 was deliberate, as Filipino is a core subject at these levels and learners possess sufficient cognitive and linguistic maturity to provide reliable self-reports of anxiety, motivation, attitudes, and perceptions of teaching styles. While the inclusion of only two schools limits broad generalization, this design ensured controlled implementation and alignment with the study's exploratory objectives.

As presented in Table 1, the sample size of 120 respondents was deemed acceptable for correlational and regression analyses given the limited number of theoretically grounded predictors. Although relatively small for regression modeling, this limitation is acknowledged and the findings are interpreted cautiously. Regression analysis was nevertheless justified due to the study's theory-driven and exploratory nature, adherence to statistical assumptions, and focus on identifying meaningful relationships rather than developing complex predictive models. Also included as participants in the study were the translator of the three instruments used in the study and three validators who evaluated the accuracy of the translated data-gathering instruments.

Table 1. Participants

School	N	Males	Females	Average age range
Janiuay National Comprehensive High School	100	37	63	13-16
WVSU-ILS	120	43	77	13-16

2.3. Ethical considerations

This study complied with the ethical standards of the American Psychological Association [18], with strict observance of participants' privacy and confidentiality and the overarching principle of "do no harm." The following safeguards were implemented during data collection and analysis: formal permission to conduct the research with the participants was secured from the University President of WVSU and from the Principal of Janiuay National Comprehensive High School, and from the director of ILS-WVSU. Participants were assured that participation would not expose them to harm or risk related to the study; any participant who felt discomfort or preferred not to answer specific items retained the right to decline or withdraw responses; and student identities were anonymized. All data were handled confidentially. To minimize self-bias and social desirability bias in responses, participants were assured of anonymity and confidentiality, and no identifying information was collected. All responses were treated as confidential and used solely for academic research purposes, thereby encouraging honest and unbiased self-reporting.

2.4. Data gathering instruments

Three questionnaires were used in this study. These are the following: the foreign language classroom anxiety scale (FLCAS) by Horwitz *et al.* [19], the attitude and motivation test battery, and the teaching style questionnaire. All of these questionnaires were originally written in English, but to be able to align with the context of the students, were translated into Filipino and validated by experts before being administered to the students. All instruments underwent a structured adaptation process to ensure linguistic accuracy and contextual equivalence for Filipino language classes. The process included: i) forward translation to Filipino; ii) reconciliation of wording to align with local classroom terminology; iii) expert panel review for semantic, cultural, and content equivalence; and iv) pilot testing to check clarity and reliability prior to main administration. Content validity was evaluated using a content validity index (CVI) procedure during expert review; items were revised based on expert feedback (simplifying ambiguous wording, aligning classroom terms, and ensuring that items retained the construct meaning of the original scales). Pilot responses were also used to refine item phrasing and instructions before final deployment.

2.4.1. Foreign language classroom anxiety scale

The FLCAS [19] was used because it is a well-validated and reliable measure for quantifying students' language anxiety-directly aligned with this study's objective of determining learners' anxiety levels in Filipino classes. The 33-item instrument uses a Likert format and captures core affective dimensions such as communication apprehension and fear of negative evaluation, which are central to explaining how anxiety may relate to learners' motivation, attitudes, and perceptions of teaching style. Using FLCAS also supports the correlational and predictive aims of the study because it yields standardized scores that can be meaningfully analyzed alongside teaching-style variables.

Because the original FLCAS items were written in English, the instrument was adapted through a systematic translation and validation process. First, references to a "foreign/second language" and "language class" were contextualized to "Filipino" and the Filipino subject setting. The initial translation was completed by the researchers, who have expertise in Filipino and language education. Next, the translated version underwent expert review focused on: i) semantic equivalence (accuracy of meaning); ii) cultural appropriateness for Filipino classrooms; and iii) clarity of phrasing for grades 7–10 learners. Based on expert feedback, items flagged for ambiguity or overly technical wording were revised (using classroom-familiar terms and specifying Filipino-task contexts). The panel then indicated acceptable content validity (CVI agreement; $CVI = \pm 1$), and pilot testing with students from a different school demonstrated good internal consistency ($\alpha = .81$). For administration, respondents rated each statement using 5-point Likert scale: 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree. Similarly, expert reviewers evaluated the translated attitude/motivation test battery (AMTB) components for construct alignment with Gardner [20] framework and for appropriateness of wording in Filipino subject settings. Minor revisions were implemented to improve readability and minimize potential double meanings, after which pilot testing supported satisfactory reliability for attitude ($\alpha = .87$) and motivation ($\alpha = .83$).

2.4.2. Attitude and motivation test battery

Similar to the FLCAS, this questionnaire was written in English and aimed to determine the attitudes and motivation of students in learning EFL. It is based on the study by Gardner [20]. The instrument was used in the study because it measures the students' attitudes and motivation toward learning Filipino, directly addressing the objectives of the study. It provides a standardized and quantifiable data that could be analyzed later to reveal any relationship with teaching styles.

The instrument followed the same adaptation procedure as the FLCAS ensure cultural and linguistic suitability. It was also translated into Filipino and validated by experts. The two parts of the instrument were pilot-tested, attitude ($\alpha = .87$) and motivation ($\alpha = .83$), with students from another school. The first part

(attitude test battery) consists of 104 statements about students' attitudes. Students indicated their responses based on their experiences using the same 5-point Likert scale: strongly agree=5, agree=4, undecided=3, disagree=2, and strongly disagree=1. Students rated their Filipino teachers' teaching styles through a checklist based on their classroom experiences and/or observations of their teachers' instructional practices. Thus, teaching style was measured as students perceived (experienced) teaching-style dimensions rather than an observer-coded classroom observation. The second part (motivation test battery) consists of 12 statements related to students' motivation in learning the Filipino language. Each item is followed by a scale with a label on the left and another on the right, and numbers from one to seven between them. For each item, students circled the number that best represented how they felt.

2.4.3. Teaching style questionnaire

The teaching style questionnaire was utilized in the study because it provides a structured way to capture students' perceptions of their teachers' instructional styles in Filipino classes. It assessed multiple dimensions of teachers' instructional styles. This instrument was adapted from the Grasha–Riechmann teaching style inventory [21], translated in Filipino language and was modified by the researchers to be appropriate for Filipino as a language subject. The translation of this questionnaire was also validated by experts. It was, then, pilot-tested ($\alpha=.92$) to ensure to ensure excellent internal consistency reliability and suitability for the present study's respondents and context confirming that the items consistently measured students' perceptions of teaching style.

The questionnaire consists of five parts, each containing ten descriptions that characterize teachers' teaching styles. Students were asked to choose and check the column corresponding to their answer: never=1, sometimes=2, often=3, and always=4. The item scores were treated as interval data to compute mean scores for each dimension, providing a quantitative representation of teaching styles. It is measured on a separate 4-point Likert scale as: 3.51-4.00 (very high), 2.51-3.50 (high), 1.51-2.50 (low), 1.00-1.50 (very low) [12]. To determine the overall level of students' anxiety, motivation, and attitude, toward the Filipino language, the levels were categorized into low, moderate, and high based on the range of possible scores, allowing comparisons with students' anxiety, motivation, and attitudes measured based on the following: 5.00-4.51 (very high), 4.50-3.51 (high), 3.50-2.51 (moderate), 2.50-1.51 (low); 1.50-1.00 (very low). Also, the scale recognized for motivation: 7.00-5.81 (very high), 5.80-4.61 (high), 4.60-3.41 (moderate), 3.40-2.21 (low), 2.20-1.00 (very low) [22].

2.5. Data collection procedure

The data collection process followed three phases: preparation phase, implementation phase, and post-collection phase. In the preparation phase, the instruments to be used in the study were translated into Filipino language and modified to align with students' context. These were validated by experts in translation and in research instruments. Pilot testing was conducted to test its effectiveness and identify potential problems. The reliability of the questionnaires was also tested. The results showed that the following questionnaires were reliable: foreign language anxiety scale ($\alpha=.81$), attitude test battery ($\alpha=.87$), motivation test battery ($\alpha=.83$), and teaching style questionnaire ($\alpha=.92$).

In the implementation phase, securing permission from the schools and administration of the instruments were conducted. The researchers sent a letter to the principal of Janiuay National Comprehensive High School. The letter clearly stated that all information collected from the research would be treated as confidential and would not affect the students' grades in the Filipino subject. After obtaining permission from the principal, the researchers administered the questionnaires to selected junior high school students from Grades 7 to 10. After which, the researchers sent a letter to the director of the ILS of WVSU to request permission to conduct the survey among junior high school students from Grades 7 to 10. The letter clearly stated that students' responses would be kept strictly confidential and would not influence their grades in Filipino. After obtaining approval from the director, the questionnaires were distributed to 120 ILS students for the school year 2023–2024. The analysis and interpretation of the data are presented in the next section. Post-data collection phase included the analysis of data where gathered data was analyzed through appropriate statistical analysis tests. The data collected through the instruments were kept with utmost confidentiality and utilized only for the purposes of this study.

2.6. Statistical treatment of data

The data gathered in this study were analyzed using the following statistical tools: mean-used to determine the level of students' anxiety, motivation, and attitude; standard deviation-used to measure the dispersion of students' responses; and Pearson *r*-used to identify the relationship or correlation between teachers' teaching styles and the levels of students' anxiety, motivation, and attitude toward the Filipino

language. Furthermore, regression analysis was used to identify which teaching-style dimensions significantly predict students' anxiety, motivation, and attitudes.

The statistical analyses were conducted through the use of JAMOVI at a .05 significance level, indicating that relationships or predictions with p-values less than .05 were considered statistically significant. Furthermore, multiple regression was used because the study aimed to examine the unique contribution of each teaching-style dimension (authority, managerial, delegator, facilitator, hybrid) to each outcome while controlling for overlap among predictors. With five predictors and $n=120$, the sample provides a reasonable cases-to-predictor ratio for an exploratory, theory-driven model; results are interpreted cautiously and complemented with effect-size indicators (R^2 and Cohen's f^2) to emphasize practical significance. Standard diagnostic checks (linearity, independence of errors, multicollinearity screening, and residual normality/variance patterns) were considered to support the appropriateness of regression for these data.

3. RESULTS AND DISCUSSION

3.1. Levels of anxiety, motivation, and attitude of students toward Filipino

Based on the results of the research conducted with 120 students, it was found that their levels of anxiety, attitude, and motivation toward the Filipino subject were all at a high level. The overall results are shown in Table 2. Students exhibited a high level of anxiety ($M=4.13$), which means that although they experience anxiety when studying Filipino, it has not reached a level that significantly affects their performance. The results also suggest relatively similar experiences among students ($SD=.46$) regarding their anxiety levels. From the perspective of SDT, this suggests that students' needs for autonomy, competence, and relatedness are at least partially supported, enabling continued engagement. According to Krashen's affective filter hypothesis, anxiety may moderately raise the affective filter, slightly limiting input processing and risk-taking, but not fully blocking learning. Various factors may have contributed to anxiety in Filipino subjects among learners such as low scores in assessments, lack of vocabulary in the language, low confidence in speaking, and language bullying [23]. Galdonez [23] recommends that teachers create a supportive Filipino classroom with clear instructions and constructive feedback, helping students participate confidently and reduce anxiety.

Table 2. Levels of anxiety, motivation, and attitude of students toward Filipino

Levels	N	SD	M	Description
Anxiety	120	.46	4.13	High
Motivation	120	.65	5.48	High
Attitude	120	.20	4.09	High

Moreover, Horwitz *et al.* [19] studied English language learners in Saudi Arabia and observed that language anxiety is closely associated with how learners perceive the language learning process, their self-consciousness about the language and how they should be acting in any communicative setting, and also the linguistic complications they have to deal with in their interactions in English. Similarly, Alshehri [24] revealed that many students learning English as a second language (learners in Saudi Arabia) experienced high levels of anxiety. Anxiety stemmed from fear of negative evaluation, so the study recommends coping strategies, as limited mastery in grammar, vocabulary, and preparation contributed to speaking anxiety.

The findings of this study also align with Özdemir and Seçkin [25] showing that language anxiety is tied to learners' perceptions, self-awareness, and linguistic challenges, and he recommends clear instructions, adequate preparation, and timely strategies by teachers to manage and reduce anxiety. In terms of motivation, the results showed that students had a high level of motivation ($M=5.48$, $SD=.65$). This indicates that they are genuinely interested in learning Filipino and have a strong desire to improve their skills. The high motivation suggests that many of the participants' needs like autonomy, competence, and relatedness are being met, supporting the SDT, while also lowering the affective filter per Krashen. This facilitates engagement and risk-taking in Filipino learning. However, the standard deviation for motivation was higher compared to the other variables, implying greater variability in students' motivation levels. This implies that some students may still face motivational challenges.

This finding supports the study by Imsa-ard [26], which showed that Thai EFL students were highly motivated and eager to improve their English, but felt that classroom-based language learning did not always meet their needs or help develop real-life language skills. On the other hand, the study by Molina *et al.* [27] showed that students' motivation to learn language differs between rural and urban contexts. Thus, attention should be given to the role of motivation in the teaching process, emphasizing its development, implementation, and reinforcement to ensure its effectiveness as a factor in language learning [28].

Recent studies highlight motivation as a crucial factor in language learning, as it enhances students' confidence, encourages active participation, and supports overall language proficiency [29]. Recent evidence indicates that peer factors meaningfully shape L2 motivation: supportive peer relationships and peer support are associated with stronger motivational components (ideal L2 self, learning experience, and speaking motivation), whereas exposure to demotivated peers can undermine learners' motivation in less supportive learning environments [30]. In addition, motivation in EFL settings may be predominantly driven by pragmatic, life- and career-oriented reasons rather than intrinsic or integrative orientations, underscoring how context and social classroom ecology (including teacher and peer support) shape learners' motivational experiences [31].

Students also demonstrated a high level of positive attitude toward the Filipino subject ($M=4.09$, $SD=.20$). From the perspective of SDT, students' positive attitude toward Filipino suggests that their needs for competence, autonomy, and relatedness are being at least partially satisfied, which supports sustained engagement in learning. Complementarily, Krashen's affective filter hypothesis explains that a favorable disposition toward Filipino can lower the affective filter, thereby facilitating the processing of language input and promoting learning even when learners experience moderate anxiety.

Consistent with these theoretical views, recent literature underscores that Filipino language learning is shaped not only by proficiency goals but also by the cultural meanings attached to the language. Filipino is deeply linked to cultural identity, functioning as a repository of heritage and a medium for expressing thoughts, beliefs, and traditions. When students value Filipino preservation, they tend to view it as essential for cultural continuity and social cohesion, which may further support learning by strengthening belongingness and identity-factors that can enhance motivation and cognitive engagement [32]. Likewise, Rebato [33] reported that students generally held a positive attitude toward Filipino, suggesting strong potential for continued linguistic development and deeper cultural participation.

While learners generally express favorable views toward language learning, the literature suggests that positive attitudes do not always translate into strong proficiency. English is often associated with symbolic and economic capital and perceived global marketability [34], whereas Filipino is closely tied to national identity and cultural belonging. Reinforcing the role of affective and cognitive factors, Arciaga and Lucas [35] reported that online foreign language learners generally sustained positive attitudes toward language learning and the target language community and demonstrated strong motivation, indicating that learning outcomes are shaped by the dynamic interaction of attitudes, motivation, and beliefs. Yet, despite these affirming orientations, persistent gaps in grammatical and broader linguistic competence remain evident, pointing to the need for targeted interventions to strengthen foundational skills. Consistent with this, Cabiles [36] documented competency deficiencies and unmet course learning outcomes among senior high school Filipino 12 learners. Taken together, these findings indicate that language learning outcomes are shaped by the interplay of competence, attitudes, and cultural connection-supporting the present study's focus on how students' anxiety, motivation, and attitudes relate to teaching styles and subsequent language learning outcomes.

Overall, students have a positive view of Filipino and sufficient motivation despite the presence of anxiety. Teachers and school administrators should consider these results to further enhance students' motivation and adjust their teaching strategies to help reduce student anxiety in Filipino. Research by Andrade-Molina *et al.* [27] also emphasized that teachers should help students find motivation in unexpected areas and reflect on their own motivational processes for personal and professional benefit.

3.2. Teaching styles of Filipino teachers

Based on Table 3 ($N=120$), Filipino teachers most frequently endorsed the hybrid style ($M=3.01$, $SD=.50$; Rank 1), followed by the facilitator style ($M=2.91$, $SD=.51$; Rank 2). Authority and delegator were tied ($M_s=2.87$; $SD_s=.49$ and $.50$; Rank 3.5), while managerial registered the lowest mean ($M=2.72$, $SD=.42$; Rank 5). The clustering of means around 2.7–3.0 on a 5-point scale indicates moderate endorsement overall, suggesting that teachers blend approaches rather than rely on a single dominant style. The prominence of hybrid, paired with the facilitator's second-place ranking, reflects a generally learner-centered, flexible orientation that combines clear structure with dialogic guidance and active student participation. In contrast, the lower and less variable scores for managerial suggest a consistently limited reliance on overt administrative control. The authority-delegator tie implies that teachers balance teacher-led clarity with opportunities for student autonomy, while the slightly higher variability for facilitator ($SD=.51$) hints at context-dependent uptake (class size, proficiency, or resource constraints).

These results are broadly consistent with prior work. Domingo [37] reported strong outcomes for a hybrid approach in Filipino classes, with delegator and authority elements also evaluated favorably echoing the present pattern in which teachers mix student-centered strategies with structured guidance. Extending this view to English language learning, Muth and Lüftenegger [38] found that autonomy-supportive teaching-

through constructive teacher support and appropriately scaffolded opportunities for choice-enhances learners' perceived competence, which then predicts stronger intrinsic motivation and higher achievement aspirations.

These results suggest that the predominance of hybrid and facilitator teaching styles supports students' needs for autonomy, competence, and relatedness (SDT), while the blend of structured guidance with learner-centered strategies likely helps lower the affective filter (Krashen's affective filter hypothesis), facilitating engagement and language input processing. Taken together, the current findings imply that Filipino teachers who adopt a balanced, learner-centered approach by combining hybrid and facilitator strategies can enhance student motivation, reduce anxiety and promote effective language learning; which may be achieved by meeting learners' psychological needs and creating a supportive classroom environment. Having established that students generally exhibit high levels of anxiety, motivation, and positive attitudes toward Filipino, and those teachers predominantly employ hybrid and facilitator teaching styles, the next step is to examine how these student factors relate to the instructional approaches used.

Table 3. Teaching styles of Filipino teachers

Teaching style	N	SD	M	Interpretation	Rank
Authority	120	.49	2.87	High	3.5
Managerial	120	.42	2.72	High	5
Delegator	120	.50	2.87	High	3.5
Facilitator	120	.51	2.91	High	2
Hybrid	120	.50	3.01	High	1

Note: 3.51-4.00 (very high); 2.51-3.50 (high); 1.51-2.50 (low); 1.00-1.50 (very low)

3.3. Relationship between students' anxiety, motivation, and attitude and the teaching style of Filipino teachers

As shown in Table 4 and further visualized in Figure 2, visualization of correlations between overall teaching style and students' anxiety, motivation, Pearson correlations indicated no significant association between teachers' teaching styles and students' anxiety ($r=-.079$, $p=.389$), but positive and significant associations with both attitudes ($r=.496$, $p<.001$) and motivation ($r=.337$, $p<.001$). The null finding for anxiety suggests that teaching style, as experienced in Filipino classes, may not directly regulate anxious affect. Instead, anxiety may be more sensitive to task- and performance-specific pressures (e.g., speaking in front of others, fear of making errors, limited vocabulary/grammar resources, low exposure) and to assessment demands and other contextual stressors. Consistent with this, Özdemir and Seçkin [25] describe language anxiety as multi-sourced, particularly in productive tasks, where fear of mistakes and public performance commonly intensify speaking anxiety, while difficulties in idea organization and limited lexical/grammatical resources heighten writing anxiety. They emphasize that coping typically requires targeted supports rather than reliance on a single broad instructional factor. It is also plausible that teaching style influences anxiety indirectly through attitudes and motivation (teaching style→attitudes/motivation→anxiety), or that limited variability in teaching-style ratings in this sample reduced the likelihood of detecting a direct effect.

Table 4. Correlation between students' levels of anxiety, motivation, and attitude and teachers' teaching styles in Filipino

Predictor	Variable	<i>n</i>	<i>r</i>	<i>p</i>
Teaching style	Anxiety	120	-.079	.389
	Attitudes	120	.496*	.000
	Motivation	120	.337*	.000

* $p<.01$

In contrast, the moderate link with attitudes and the small-to-moderate link with motivation, as depicted in Figure 2, align with SDT: autonomy-supportive, structured, and relational teaching tends to improve how students feel about Filipino and energize engagement. This pattern is consistent with broader evidence that teaching practices and learners' motivation jointly contribute to achievement [39], even when anxiety is not directly tied to teaching style. From a Krashen-based perspective, stronger attitudes and motivation may also help buffer anxiety by lowering the affective filter, even if teaching style alone does not directly reduce anxious feelings.

Recent work further suggests that anxiety reduction is often achieved through more proximal mechanisms-practice conditions and feedback-rather than global style labels. Jeon [40] reported that microteaching can meaningfully reduce preservice teachers' foreign language teaching anxiety, highlighting

the value of iterative practice, experiential learning, and feedback for professional growth and readiness. Complementing this, Özdemir and Seçkin [25] note that supportive feedback, recognition of progress, and pair/group work can help learners cope with speaking anxiety, while writing anxiety may require strategy instruction and language enhancement. Thus, instructional planning should continue prioritizing learner-centered moves that strengthen attitudes and motivation (clear goals, supportive feedback, meaningful participation, and error-tolerant routines), while addressing anxiety with additional levers such as supportive assessment design, gradual exposure to performance tasks, structured rehearsal opportunities, and brief coping or emotion-regulation supports. Future studies should test mediation models, add classroom observations of enacted practices, and use longitudinal or mixed-methods designs to track affective change across tasks over time.

Overall, these correlational findings, summarized in Table 4 and illustrated in Figure 2, reinforce the theoretical claim of SDT that autonomy-supportive, competence-enhancing, and relationally warm teaching practices promote more favorable attitudes and higher motivation among learners. The moderately strong association with attitude and the moderate link with motivation suggest that when students feel psychologically supported, they are more likely to value the Filipino subject and sustain their engagement. In line with Krashen's affective filter hypothesis, positive attitudes and higher motivation also imply a lowered affective filter, making students more receptive to language input and more willing to participate despite the presence of moderate anxiety. Thus, even though teaching style does not directly reduce anxiety, its indirect influence through attitudes and motivation highlights how affective and motivational dynamics operate together within Filipino language learning.

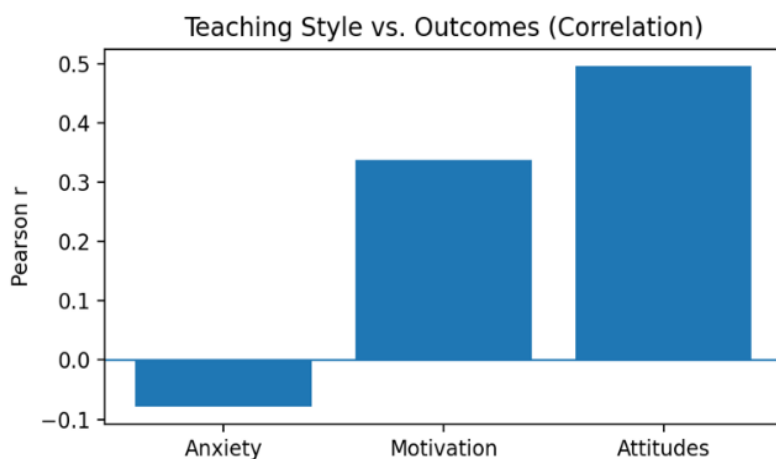


Figure 2. Visualization of correlations between overall teaching style and students' anxiety, motivation, and attitudes (Pearson r)

3.4. Teaching-style dimensions as predictors of students' anxiety, motivation, and attitude

As presented in Table 5, model fit indices and effect sizes for teaching-style dimensions predicting anxiety, motivation, and attitude. Interpreting the multiple regression findings through an effect-size lens provides important clarification of the substantive meaning of the results beyond statistical significance alone. The differential effect sizes across affective outcomes indicate that teaching style does not exert uniform influence on students' emotional and motivational experiences in Filipino. For language anxiety, the regression model yielded $R^2=.025$, corresponding to a Cohen's $f^2=.03$, which represents a very small effect size. This finding indicates that perceived teaching-style dimensions explain only a trivial proportion of variance in students' anxiety toward Filipino. Practically, this suggests that even substantial variation in instructional style would be unlikely to produce meaningful reductions in language anxiety. Such a negligible effect supports the interpretation that anxiety is shaped more strongly by factors external to teaching style, including assessment pressure, fear of negative evaluation, sociocultural expectations surrounding Filipino use, and the high-stakes nature of classroom performance in language learning contexts.

Also shown in Table 5, the regression model predicting motivation produced an R^2 of .118, equivalent to a Cohen's f^2 of .13, which falls within the small-to-moderate effect size range. This indicates that the combined teaching-style dimensions exert a meaningful, though limited, influence on students' motivation toward Filipino. From a practical standpoint, this suggests that optimizing instructional style can

contribute to improved motivation, but such pedagogical adjustments alone are insufficient to explain the majority of motivational differences among learners. Motivation remains a multi-determined construct shaped by learner self-efficacy, goal orientation, institutional expectations, and broader contextual influences. Nevertheless, an effect of this magnitude aligns with prior educational research and affirms the pedagogical value of learner-centered, autonomy-supportive, and well-structured instructional environments.

The strongest practical impact was observed for attitudes toward Filipino, as reflected in Table 5, the regression model yielded $R^2=.258$, corresponding to a Cohen's $f^2=.35$, which constitutes a large effect size. This finding indicates that over one-quarter of the variance in students' attitudes is associated with their perceived teaching-style profile, underscoring the substantial role of instructional practices in shaping learners' evaluative and affective orientations toward the subject. In practical terms, this effect size suggests that how Filipino is taught through the integration of authority, structure, facilitation, delegation, and flexibility has a pronounced influence on whether students develop positive perceptions of the subject, recognize its relevance, and cultivate favorable dispositions toward its learning.

Table 5. Model fit indices and effect sizes for teaching-style dimensions predicting anxiety, motivation, and attitude

Model	R	R ²	Adjusted R ²	Cohen's f ²	F	df1	df2	p	Effect size interpretation
Anxiety	.157	.025	-.018	.03	.578	5	114	.716	Negligible/very small
Motivation	.344	.118	.079	.13	3.055	5	114	.013	Small to moderate
Attitude	.508	.258	.226	.35	7.948	5	114	<.001	Large

Effect size benchmarks: .02=small, .15=moderate, .35=large

As further detailed in Table 6, regression coefficients for teaching-style dimensions predicting anxiety, motivation, and attitude, the combined instructional climate exerts meaningful influence on affective outcomes even when hybrid style dominates in isolation. This synergistic interpretation explains why moderate to large overall effect sizes coexist with weak individual coefficients, particularly for attitudes and motivation. The marginal positive trend observed for the hybrid style ($b=.10$, $SE=.05$, $t=1.86$, $p=.045$) further suggests that its contribution is distributed across overlapping instructional practices rather than expressed as a distinct standalone effect.

The hybrid style predicted attitudes but not anxiety or motivation, as shown in Table 6, which may reflect the sociocultural and classroom realities of Filipino learning in multilingual settings. Hybrid instruction typically blends structure (clear expectations, pacing, and accountability) with support (dialogue, scaffolding, and responsiveness). This blend can strengthen students' valuing of Filipino and their positive disposition toward the subject by supporting SDT needs for competence (clear guidance and feedback), autonomy (opportunities to contribute), and relatedness (respectful interaction). However, anxiety may be driven less by general instructional style and more by performance threats (oral recitation, fear of negative evaluation, code-choice scrutiny, and assessment pressure), which can keep the affective filter elevated even in otherwise supportive classrooms. Likewise, motivation may be influenced by additional determinants (long-term goals, peer climate, prior achievement, language ideology, and perceived utility of Filipino relative to English), reducing the likelihood that teaching style alone produces a unique predictive effect when these influences co-occur.

When situated within the broader international literature, this pattern of findings is consistent with studies conducted in Asian and Latin American language-learning contexts, as well as in EFL classrooms globally. Research in collectivist educational settings across East and Southeast Asia has similarly shown that teaching style tends to exert stronger effects on students' attitudes and value orientations than on anxiety, which is often shaped by examination pressure, face concerns, and fear of negative evaluation [41]. Studies in Latin America likewise report that learner motivation and attitudes are responsive to instructional warmth, flexibility, and autonomy support, whereas anxiety remains relatively resistant to instructional change due to sociocultural and institutional constraints [42]. In EFL contexts, both classroom-based and meta-analytic studies consistently demonstrate that teaching style accounts for modest variance in motivation but substantially larger variance in attitudes toward the target language, reinforcing the robustness of the present effect-size pattern across cultural settings [43].

The prominence of the hybrid teaching style warrants particular attention. Although Table 6 shows that it reaches conventional levels of statistical significance as a unique predictor, its marginal effect and strong endorsement by students suggest that hybrid instruction may be the most pedagogically adaptive approach in multilingual Filipino classrooms. By balancing structure and authority with facilitation and delegation, hybrid teaching styles allow teachers to respond flexibly to learners' diverse proficiency levels, affective needs, and sociolinguistic realities. This flexibility is especially critical in Filipino language

education, where students navigate complex language ideologies, variable home-language use, and competing academic demands. The large effect size observed for attitudes ($f^2=.35$) indicates that students are particularly sensitive to how teachers integrate control, support, and autonomy in practice, rather than to rigid adherence to a single instructional orientation.

Several limitations should be acknowledged when interpreting these findings. The relatively small sample size may have limited statistical power to detect small but meaningful unique effects among teaching-style dimensions. The reliance on self-report measures introduces the possibility of common-method bias and socially desirable responding, particularly in evaluating teaching practices and affective outcomes. Additionally, the study's focus on a single institutional and cultural context may restrict generalizability to other Filipino language settings or educational levels. Taken together, these limitations suggest that the reported effect sizes, as summarized in Table 5 and the regression coefficients shown in Table 6, should be interpreted as conservative estimates of the true relationships between teaching style and affective outcomes.

Overall, the effect-size estimates reported in Table 5 clarify the differential sensitivity of affective outcomes to teaching style: attitudes toward Filipino show a large practical association, motivation shows a small-to-moderate association, and anxiety shows a negligible association. Meanwhile, the coefficient estimates in Table 6 indicate that while teaching style is a powerful lever for shaping how students feel about Filipino, it is less effective for addressing emotional barriers such as anxiety, which likely require targeted affective, assessment-related, and sociocultural interventions in addition to instructional refinement. This interpretation aligns with prior evidence that teachers' positive attitudes are associated with creativity-supportive and inclusive teaching behaviors [44], that autonomous motivation facilitates the adoption of recommended pedagogical practices [45], and that attitudes and control beliefs shape intentions to enact inclusive instruction, a proximal antecedent of observable teaching style [46].

Table 6. Regression coefficients for teaching-style dimensions predicting anxiety, motivation, and attitude

Dependent variable	Predictor	Estimate	SE	t	p
Anxiety	Intercept	3.42	.32	10.63	.000
Anxiety	Authority	-.14	.13	-1.04	.303
Anxiety	Managerial	-.03	.14	-0.19	.850
Anxiety	Delegator	-.11	.16	-0.66	.513
Anxiety	Facilitator	.16	.14	1.15	.254
Anxiety	Hybrid	.00	.14	.02	.983
Motivation	Intercept	1.96	.43	4.58	.000
Motivation	Authority	.16	.17	.93	.355
Motivation	Managerial	.11	.18	.63	.531
Motivation	Delegator	.24	.21	1.11	.269
Motivation	Facilitator	.02	.19	.09	.932
Motivation	Hybrid	.01	.18	.03	.978
Attitude	Intercept	2.36	.12	19.04	.000
Attitude	Authority	.06	.05	1.22	.227
Attitude	Managerial	.04	.05	.83	.408
Attitude	Delegator	.04	.06	.70	.484
Attitude	Facilitator	.01	.05	.15	.883
Attitude	Hybrid	.10	.05	1.86	.045

4. CONCLUSION

This study investigated how teaching styles relate to students' anxiety, motivation, and attitudes toward Filipino. The findings indicate a nuanced affective profile in which students generally display high motivation and positive attitudes alongside high levels of language anxiety. In response to the research questions, the results demonstrate that hybrid teaching style significantly predicts students' attitudes toward Filipino, but does not meaningfully predict anxiety and motivation. Importantly, the hybrid teaching-style dimension emerged as a unique predictor of attitude. Instead, it was the integrated configuration of authority, managerial, delegator, facilitator, and hybrid styles that accounted for meaningful variation in affective outcomes. This pattern provides context-specific empirical evidence for Filipino language education and extends SDT by showing that instructional environments combining autonomy support, clear structure, and relational practices foster stronger motivation and more favorable attitudes. At the same time, the persistence of anxiety even within generally supportive classrooms lends support to an extension of Krashen's affective filter hypothesis, suggesting that anxiety in Filipino language learning may be driven more by assessment pressure, fear of evaluation, and performance demands than by teaching style alone.

From a pedagogical perspective, the findings highlight the importance of refining and strengthening hybrid teaching practices rather than replacing existing approaches. Teacher education and professional

development programs should emphasize autonomy-supportive instruction, effective facilitation, and the flexible integration of multiple teaching styles to sustain students' motivation and positive attitudes toward Filipino. However, because anxiety appears relatively resistant to instructional style, targeted anxiety-reduction strategies should complement effective teaching, including low-stakes communicative tasks, formative and process-oriented assessment, and explicit affective support within the classroom. At the curriculum level, instructional design should intentionally balance motivational and attitudinal objectives while minimizing excessive evaluative pressure that may heighten anxiety. The study's correlational design, reliance on self-report measures, potential common-method bias, and focus on a single educational context limit causal interpretation and generalizability. Future research is therefore encouraged to employ longitudinal and experimental designs, incorporate classroom observations and teacher perspectives, and examine the role of assessment practices and sociocultural factors in shaping anxiety, motivation, and attitudes in Filipino language learning.

While the study provides valuable evidence for Filipino language classrooms, its interpretation is subject to several constraints. The study drew on two schools and a modest sample ($n=120$), limiting how far results can be generalized to other settings. Measures relied on students' self-reports, which may introduce shared-method bias and perceptual effects in both teaching-style ratings and affective outcomes. Because the design was cross-sectional, observed relationships cannot confirm causal directions among teaching style, anxiety, motivation, and attitudes. Future work should track learners over time using longitudinal or cross-lagged models to examine change across tasks and periods. Qualitative interviews or focus groups can clarify how students interpret Filipino, participation, and evaluation. Adding classroom observations and multi-informant data (students, teachers, and trained observers) would triangulate teaching-style enactment and reduce single-source bias. Finally, larger multi-site samples across regions and language communities can test robustness, including whether hybrid-style advantages for attitudes replicate under different sociolinguistic conditions and school contexts.

ACKNOWLEDGMENTS

The researchers sincerely extend their heartfelt gratitude to the University Research Development Center of WVSU for its invaluable financial support, which made this endeavor possible.

FUNDING INFORMATION

This study is under the research grant from West Visayas State University–Research and Development Center (WVSU-URDC).

AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Ma. Ernalyn B. Cepeda	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓
Jonalyn I. Denusta	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓
Salvador P. Bacio Jr.	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓

C : **C**onceptualization

M : **M**ethodology

So : **S**oftware

Va : **V**alidation

Fo : **F**ormal analysis

I : **I**nvestigation

R : **R**esources

D : **D**ata Curation

O : Writing - **O**riginal Draft

E : Writing - Review & **E**ditng

Vi : **V**isualization

Su : **S**upervision

P : **P**roject administration

Fu : **F**unding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

ETHICAL APPROVAL

The research related to human use has been complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors' institutional review board or equivalent committee.

DATA AVAILABILITY

The data that support the findings of this study are available from the corresponding author, [SPBJ], upon reasonable request.




REFERENCES

- [1] W. Zhou and Q. Liu, "Effect of university teachers' teaching style on EFL learners' classroom engagement: the mediating role of self-efficacy," *BMC Psychology*, vol. 13, no. 1, p. 749, Jul. 2025, doi: 10.1186/s40359-025-03069-1.
- [2] L. Huang, A. H. Al-Rashidi, and S. Bayat, "Teacher support in language learning: a picture of the effects on language progress, academic immunity, and academic enjoyment," *BMC Psychology*, vol. 12, no. 1, p. 124, Mar. 2024, doi: 10.1186/s40359-024-01602-2.
- [3] A. Rezai, R. Ahmadi, P. Ashkani, and G. H. Hosseini, "Implementing active learning approach to promote motivation, reduce anxiety, and shape positive attitudes: a case study of EFL learners," *Acta Psychologica*, vol. 253, p. 104704, Mar. 2025, doi: 10.1016/j.actpsy.2025.104704.
- [4] Q. Sun, A. Alhowail, and N. Beckmann, "Is foreign language anxiety malleable? A systematic review of longitudinal observation studies," *System*, vol. 133, p. 103782, Oct. 2025, doi: 10.1016/j.system.2025.103782.
- [5] J. Decristan, V. Bertram, V. Reitenbach, K. M. Schneider, and D. P. Rauch, "Translanguaging in today's multilingual classes—students' perspectives of classroom management and classroom climate," *Teaching and Teacher Education*, vol. 139, p. 104437, Mar. 2024, doi: 10.1016/j.tate.2023.104437.
- [6] K. W. H. Tai and K. C. K. Choi, "Conceptualising multilingual classrooms as a digital gamified translanguaging space: fostering language learning motivation and reducing foreign language anxiety in content and language learning," *Journal of Multilingual and Multicultural Development*, pp. 1–36, Nov. 2025, doi: 10.1080/01434632.2025.2580563.
- [7] D. D. Lamorinas *et al.*, "A general perspective on the factors influencing the low preferences of Gen Z college students towards the Filipino language," *Forum for Linguistic Studies*, vol. 7, no. 3, pp. 451–466, Mar. 2025, doi: 10.30564/fls.v7i3.8482.
- [8] Y. Wang, W. Luo, X. Liao, and P. Zhao, "Exploring the effect of teacher autonomy support on Chinese EFL undergraduates' academic English speaking performance through the mediation of basic psychological needs and classroom engagement," *Frontiers in Psychology*, vol. 15, p. 1323713, Feb. 2024, doi: 10.3389/fpsyg.2024.1323713.
- [9] S. Y. Hejazi, M. Sadoughi, and J. E. Peng, "The structural relationship between teacher support and willingness to communicate: The mediation of L2 anxiety and the moderation of growth language mindset," *Journal of Psycholinguistic Research*, vol. 52, no. 6, pp. 2955–2978, Dec. 2023, doi: 10.1007/s10936-023-10026-9.
- [10] E. L. Deci and R. M. Ryan, "The 'what' and 'why' of goal pursuits: human needs and the self-determination of behavior," *Psychological Inquiry*, vol. 11, no. 4, pp. 227–268, Oct. 2000, doi: 10.1207/S15327965PLI1104_01.
- [11] S. D. Krashen, *Second language acquisition and second language learning*. Oxford: Pergamon Press Inc., 2009.
- [12] H. Liu, X. Li, and Y. Yan, "Demystifying the predictive role of students' perceived foreign language teacher support in foreign language anxiety: the mediation of L2 grit," *Journal of Multilingual and Multicultural Development*, vol. 46, no. 4, pp. 1095–1108, Apr. 2025, doi: 10.1080/01434632.2023.2223171.
- [13] R. R. Jugo, "Language anxiety in focus: the case of Filipino undergraduate teacher education learners," *Education Research International*, vol. 2020, no. 1, p. 7049837, Jun. 2020, doi: 10.1155/2020/7049837.
- [14] D. T. Glomo-Narzoles and D. T. Glomo-Palermo, "Exploring the attitude towards English and speaking anxiety of the EFL learners," *International Journal of English Language and Literature Studies*, vol. 10, no. 2, pp. 122–131, 2021, doi: 10.18488/JOURNAL.23.2021.102.122.131.
- [15] M. Szyszka, P. Peltonen, and P. Lintunen, "Unravelling the relationship between language anxiety and foreign language speech fluency in a monologue production," *Journal of Multilingual and Multicultural Development*, vol. 47, no. 1, pp. 323–337, Jan. 2024, doi: 10.1080/01434632.2024.2387149.
- [16] X. Li, "Promoting English learners' intercultural competence through technology-enhanced model," in *2021 2nd International Conference on Information Science and Education (ICISE-IE)*, Nov. 2021, pp. 1592–1595, doi: 10.1109/ICISE-IE53922.2021.00352.
- [17] Q. Geng, M. Amini, S. N. A. binti Hashim, and M. Zhu, "The mediating roles of academic self-efficacy and learning interest in the relationship between teaching style and math behavior engagement among junior high school students in China," *PLoS ONE*, vol. 19, no. 10, p. e0311959, Oct. 2024, doi: 10.1371/journal.pone.0311959.
- [18] American Psychological Association, "Ethical principles of psychologists and code of conduct," 2017. [Online]. Available: <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- [19] E. K. Horwitz, M. B. Horwitz, and J. Cope, "Foreign language classroom anxiety," *The Modern Language Journal*, vol. 70, no. 2, pp. 125–132, Jun. 1986, doi: 10.1111/j.1540-4781.1986.tb05256.x.
- [20] R. C. Gardner, *Attitude/motivation test battery: International AMTB research project*. Ontario Canada: University of Western Ontario, 2004.
- [21] A. Arbabisarjou, M. Akbarilakeh, F. Soroush, and A. Payandeh, "Validation and normalization of Grasha–Riechmann teaching style inventory in faculty members of Zahedan University of Medical Sciences," *Advances in Medical Education and Practice*, vol. 11, pp. 305–312, Apr. 2020, doi: 10.2147/AMEP.S244313.
- [22] C. Aumgri and K. Apirating, "Model component analysis of online storytelling media via gamification to enhance the digital literacy skills of students in computer education Thailand," *International Journal of Information and Education Technology*, vol. 13, no. 7, pp. 1101–1108, 2023, doi: 10.18178/ijiet.2023.13.7.1910.
- [23] D. P. G. Galdonez, "Filipino language anxiety among science high school students," *International Research Journal of Science, Technology, Education, and Management*, vol. 3, no. 4, pp. 92–103, 2023.




- [24] N. Alshehri, "A study of English language learning anxiety and teaching strategies: the context of Saudi Arabia," *Arab World English Journal*, vol. 15, no. 2, pp. 407–420, Jun. 2024, doi: 10.24093/awej/vol15no2.25.
- [25] O. Özdemir and H. Seçkin, "Exploring foreign language anxiety in higher education: multifaceted insights into causes, impacts, and coping strategies," *Social Sciences and Humanities Open*, vol. 11, p. 101364, 2025, doi: 10.1016/j.ssaoh.2025.101364.
- [26] P. Insa-Ard, "Motivation and attitudes towards English language learning in Thailand: a large-scale survey of secondary school students," *rEFLections*, vol. 27, no. 2, pp. 140–161, 2020, doi: 10.61508/refl.v27i2.247153.
- [27] C. Andrade-Molina, G. Bastidas-Amador, P. Fabre-Merchan, and G. Portilla-Torres, "Comparative study of English language learning motivation of senior high school students in rural and urban contexts of Ibarra and Atuntaqui," *Universal Journal of Educational Research*, vol. 9, no. 4, pp. 741–747, 2021, doi: 10.13189/ujer.2021.090405.
- [28] L. C. Lăpădat and M.-M. Lăpădat, "The importance of motivation in foreign language learning," *Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages*, vol. 22, no. 1, pp. 142–152, Jan. 2024, doi: 10.59168/vgle2734.
- [29] M. A. Seven, "Motivation in language learning and teaching," *African Educational Research Journal*, vol. 8, no. 2, pp. 62–71, 2020, doi: 10.30918/AERJ.8S2.20.033.
- [30] M. Solhi, "Do L2 teacher support and peer support predict L2 speaking motivation in online classes?" *Asia-Pacific Education Researcher*, vol. 33, no. 4, pp. 829–842, Aug. 2024, doi: 10.1007/s40299-023-00767-5.
- [31] Z. Guo, C. Chen, and R. Guo, "The impact of parental involvement, social support, and peer relationships on L2 learning motivation: a mixed-methods study of Chinese university EFL students," *Acta Psychologica*, vol. 254, p. 104804, Apr. 2025, doi: 10.1016/j.actpsy.2025.104804.
- [32] R. T. Abdurasul, P. J. E. Samilo, N. V. A. Cabiles, J. V. Chavez, and S. A. M. Abdurasul, "Preservation habits towards sustainable use of the Filipino language," *Forum for Linguistic Studies*, vol. 7, no. 5, pp. 358–372, Apr. 2025, doi: 10.30564/fls.v7i5.8573.
- [33] L. Rebato, "Attitude towards the Filipino language and communicative competence of senior high school students in Samar National School," *Texas Journal of Philology, Culture and History*, vol. 27, pp. 39–46, 2024.
- [34] C. Ricohermoso, B. T. Abequibel, and E. O. Alieto, "Attitude towards English and Filipino as correlates of cognition toward mother tongue: an analysis among would-be language teachers," *Asian EFL Journal*, vol. 26, no. 6.1, pp. 5–22, 2019.
- [35] K. Arciaga and R. I. Lucas, "Attitudes, motivation, and beliefs of online foreign language learners amidst the pandemic," *International Journal of Instruction*, vol. 17, no. 3, pp. 665–678, Jul. 2024, doi: 10.29333/iji.2024.17337a.
- [36] N. A. V. Cabiles, "Exploring the development process and appropriateness of a competency-based instructional materials package in Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik," *Asia Pacific Journal of Educational Perspective*, vol. 9, no. 1, pp. 8–17, 2022.
- [37] N. P. Domingo, "Filipino teachers' teaching styles and their impact on the academic achievement of Grade 7 learners," *International Journal of Novel Research and Development*, vol. 10, no. 3, pp. c376–c382, 2025. [Online]. Available: <https://ijnrd.org/papers/IJNRD2503245.pdf>
- [38] J. Muth and M. Lüftenegger, "Associations between autonomy-supportive teaching, the use of non-academic ICTs, and student motivation in English language learning," *Sustainability*, vol. 16, no. 3, p. 1337, Feb. 2024, doi: 10.3390/su16031337.
- [39] B. A. Atma, F. F. Azahra, and A. Mustadi, "Teaching style, learning motivation, and learning achievement: do they have significant and positive relationships?" *Jurnal Prima Edukasia*, vol. 9, no. 1, pp. 23–31, Jan. 2021, doi: 10.21831/jpe.v9i1.33770.
- [40] E. Y. Jeon, "The impact of microteaching on preservice EFL teachers: addressing foreign language teaching anxiety and professional development," *Teaching and Teacher Education*, vol. 165, p. 105153, Oct. 2025, doi: 10.1016/j.tate.2025.105153.
- [41] M. Toyama and Y. Yamazaki, "Foreign language anxiety and individualism–collectivism culture: a top-down approach for a country/regional-level analysis," *SAGE Open*, vol. 12, no. 1, pp. 1–17, Jan. 2022, doi: 10.1177/21582440211069143.
- [42] F. Peralta-Castro, "Fostering environmental autonomy support in an English course for middle school learners in Western México," *Language Teaching Research Quarterly*, vol. 38, pp. 1–17, Dec. 2023, doi: 10.32038/ltrq.2023.38.01.
- [43] L. Elena *et al.*, "Evermore wellbeing for teens: a scoping review of stand-alone and brief positive psychology interventions for potential use in educational settings," *Educational Psychology Review*, vol. 37, no. 3, p. 63, Sep. 2025, doi: 10.1007/s10648-025-10033-3.
- [44] S. Soeharto, S. Subasi Singh, and F. Afriyanti, "Associations between attitudes toward inclusive education and teaching for creativity for Indonesian pre-service teachers," *Thinking Skills and Creativity*, vol. 51, p. 101469, Mar. 2024, doi: 10.1016/j.tsc.2024.101469.
- [45] F. Guay, W. Gilbert, É. Falardeau, R. Bradet, and J. Boulet, "Fostering the use of pedagogical practices among teachers to support elementary students' motivation to write," *Contemporary Educational Psychology*, vol. 63, p. 101922, Oct. 2020, doi: 10.1016/j.cedpsych.2020.101922.
- [46] L. Yang, F. Pang, and K. F. Sin, "Examining the complex connections between teacher attitudes, intentions, behaviors, and competencies of SEN students in inclusive education," *Teaching and Teacher Education*, vol. 144, p. 104595, Jul. 2024, doi: 10.1016/j.tate.2024.104595.

BIOGRAPHIES OF AUTHORS






Ma. Ernalyn B. Cepeda    is an associate professor at West Visayas State University, La Paz, Iloilo City, Philippines. She holds a Doctor of Philosophy in Filipino from the University of Bohol. Her academic and research interests involve language, literature, culture, teaching and learning strategies, as well as the development of instructional materials. Dr. Cepeda has actively participated in various academic conferences locally, nationally, and internationally where she has presented her research. Her scholarly work has also been published in several reputable journals. Currently, she serves as the chair of the Filipino Language Teaching Division at the College of Education, West Visayas State University. For inquiries, she can be contacted at email: maernalyn.cepada@wvsu.edu.ph.



Jonalyn L. Denusta    is an associate professor at West Visayas State University. She earned a BSED-Filipino and an MA in Education (Language Teaching in Filipino) from WVSU and is pursuing a Doctor of Education in Filipino Language Teaching at Cebu Normal University. She has authored widely used instructional materials and textbooks in Filipino. Her research focuses on the promotion of Filipino language, literature, and culture, and she has presented in regional, national, and international conferences. From 2016–2021, she chaired WVSU's Filipino Department (College of Arts and Sciences), leading curriculum and academic initiatives in Filipino language education. For inquiries, she can be contacted at email: jonalyn.denusta@wvsu.edu.ph.



Salvador P. Bacio Jr.    is an associate professor V at West Visayas State University in La Paz, Iloilo City, Philippines. He holds a Ph.D. in education with a specialization in curriculum development. His scholarship centers on teaching and learning, particularly the development of instructional materials and the advancement of language, literature, and culture education. Dr. Bacio has presented at local, national, and international conferences and has published in international and Scopus-indexed journals. Likewise, he also serves as a peer reviewer for international and Scopus-indexed journals. Currently, he is the director of the Sentro sa Wika at Kultura. He can be contacted at email: salvador.bacio@wvsu.edu.ph.