

A Quantitative Analysis between the Influence of Teachers' Attitude and Teaching Approaches to Student's Motivation

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ABSTRACT

This study examines the influence of teachers' attitudes and teaching approaches on the motivation of Senior High School students at Lorenzo S. Sarmiento Sr. National High School. The primary objective of the study was to ascertain the levels of teachers' attitudes, teaching approaches, and students' motivation in terms of their respective indicators. It also aimed to identify significant differences between teachers' attitudes, teaching approaches, and students' motivation, as well as to determine which domains of teachers' attitudes and teaching approaches significantly influence students' motivation. The study employed a correlational design and involved 274 respondents from the Senior High School students at Lorenzo S. Sarmiento Sr. National High School. The statistical tools used in this study included the average weighted mean, Pearson R, and multiple regression analysis. The results indicated a high level of teachers' attitudes among Senior High School students in terms of their reactions to change, both affected and cognitive, as well as behavioral reactions to change. The study also revealed a high level of teaching approaches in the Senior High School, particularly in active learning, collaborative learning, teacher support, and contextual learning. In terms of student' motivation, the study found a high level among Senior High School students, particularly in terms of intrinsic interest, confidence, and clear study goals. Moreover, there was a high correlation and a significant relationship between teachers' attitudes and teaching approaches and students' motivation, leading to the rejection of the null hypothesis. Furthermore, all domains of teachers' attitudes received high ratings as perceived by the students.

Keywords: GAS, Teachers' Attitude, Teaching Approaches, Students' Motivation Philippines

INTRODUCTION

In the global context, the teaching approaches and attitudes of teachers towards students' motivation have been identified as significant factors influencing the educational outcomes and learning experiences of students (Haque, 2021). A comparative study between public and private universities in Bangladesh found there is no significant difference in motivation levels, suggesting that students from different geographical regions may exhibit different levels of motivation (Mostafa, 2022). Young students in Bangladesh often feel compelled to study overseas because they believe the quality of higher education at home falls short of their expectations; This motivation, coupled with the aspiration for better educational opportunities, should be taken into account when formulating higher education policies (Tareq et al., 2020).

A positive attitude fosters a supportive and encouraging learning environment, which was crucial for Filipino students who often face various socioeconomic challenges (Reyes, 2018). Moreover, teachers with

a positive attitude can inspire and motivate their students, ultimately leading to better academic performance and overall well-being, which means that in the context of Manila, a teacher's attitude plays a pivotal role in shaping the educational experiences and future prospects of students (De Guzman, 2019).

Furthermore, the used of a variety of teaching methods in teaching approaches can enhance the quality of the teaching process, making it more interesting and clear for students (Levitt et al., 2023). These approaches encourage students to take an active role in their education and develop problem-solving skills (Amberg, 2022). By embracing new ways of teaching and incorporating different approaches, teachers can create a more effective and engaging learning environment for their students (Gill, 2017).

In Davao City, a study was revealed that the attitudes and approaches of teachers significantly shape the motivation levels of students (Garcia, 2018). Furthermore, the importance of teacher-student relationships in fostering motivation is highlighted (Aguirre, 2019). It has been discovered that a positive and encouraging attitude, together with innovative teaching approaches, sparks students' enthusiasm for learning. Conversely, motivation often stems from teachers' positive attitudes and dependence on updated teaching methods was anchored by Santos (2017). In Mawab, particularly in Lorenzo S. Sarmiento Sr. National High School, some students are motivated due to the attitudes showed by teachers during class discussions or sometimes because of the teacher's approach to the students. Hence, the researchers are interested in determining the teachers' attitudes and teaching approaches significantly influence students' motivation.

Research Objectives

1. To determine the level of teachers' attitudes in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 1.1 affected reaction to change;
 - 1.2 cognitive reaction to change and;
 - 1.3 behavioral reaction to change
2. To determine the level of teaching approaches in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 2.1 active Learning;
 - 2.2 collaborative Learning;
 - 2.3 teacher Support and;
 - 2.4 contextual Learning
3. To determine the level of student's motivation in Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 3.1 intrinsic interest;
 - 3.2 confidence and;
 - 3.3 clear study goal
4. To determine the significant relationship between a teacher's attitude and student's motivation in schools, particularly in Senior High School students at Lorenzo S. Sarmiento Sr. National High School.
5. To determine the significant relationship between teaching approaches and student's motivation in schools, particularly in Senior High School students in Lorenzo S. Sarmiento Sr. National High School.
6. To determine which of the domains in teacher's attitude influences student's motivation.
7. To determine which of the domains in teaching approaches influences student's motivation.

METHODOLOGY

This study employed quantitative non-experimental research design that uses correlational technique to describe the hypothetical existence of a relationship between three defined variables and to determine the direction and degree of that relationship if one exists. When the purpose is to describe the condition of the situation as it existed at the time of the study to investigate the causes of a particular phenomenon, the descriptive correlation method is considered appropriate. Correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them.

A correlation reflects the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlational research is the best quantitative method of research in which you have two or more quantitative variables from the same group of subjects (Gay et al., 2006).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of teachers' attitude and teaching approaches to the student's motivation among the Senior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was used in the selection of the respondents. The subjects of the study were the 944 students from various strands in senior high school, specifically the General Academic Strand (GAS), Science, Technology, Engineering, and Mathematics (STEM), and Technical-Vocational-Livelihood (TVL) strands. They are ideal respondents for this study because they are more engaged in academics, where teacher attitude and teaching approaches serve as crucial elements of their motivation. Moreover, the study also employed stratified random sampling, allowing the researchers to obtain a sample population that represents the entire population to be studied, ensuring that each subgroup of interest is represented. The students were randomly selected from the Senior High Department at Lorenzo S. Sarmiento Sr. National High School.

Sample size greater than 30 and less than 500 is suitable for most behavioral studies (Sekaran & Bougie, 2016). In the case of Senior High Students, out of a total population of 944 individuals, a random sample of 274 respondents were selected. The sample size was compute using the Raosoft sample size calculator (Raosoft, 2004).

Section	Population	Respondents
A	45	13
B	54	16
C	42	12
D	38	11
E	32	9
F	52	15
G	62	18
H	45	13
I	55	16
J	40	12
K	54	16

L	39	11
M	53	15
N	47	14
O	54	16
P	55	16
Q	55	16
R	48	14
S	74	21
Total	944	274

Table 1. Population and Sample size of Respondents

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool would be used to determine the level of teachers’ attitude, teaching approaches, students’ motivation of the students Lorenzo S. Sarmiento SR. National High School in Mawab, Davao de Oro.

Pearson(r). This statistical tool would be employed to determine the significance of the relationship between teachers’ attitude, teaching approaches, students’ motivation of the students in Lorenzo S. Sarmiento SR. National High School in Mawab, Davao de Oro.

Multiple Regression Analysis. This statistical tool would be used to determine the influence of teachers’ attitude, teaching approaches, students’ motivation of the students in Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

RESULTS

Level of Teachers’ Attitude

Shown in Table 1 are the mean scores for the indicators of teachers’ attitude among Senior High School students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 3.86 and described as high with a standard deviation of 0.60. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent’s responses to the level of teachers’ attitude are very evident in terms of affected reaction to change, cognitive reaction to change, and behavioral reaction to change.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.90 or high for affected reaction to change with standard deviation of 0.59; 3.90 or high for cognitive reaction to change with standard deviation of 0.60; and 3.8 or high for behavioral reaction to change with standard deviation of 0.60.

Table 1. Level of Teachers’ Attitude

Indicators	Mean	SD	Descriptive Equivalent
Affected Reaction to Change	3.90	0.59	High
Cognitive Reaction to Change	3.90	0.60	High

Behavioral Reaction to Change	3.80	0.60	High
Overall	3.86	0.48	High

Level of Teaching Approaches

Shown in Table 2 are the mean scores for the indicators of teaching approaches among Senior High School students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 4.0 and described as high with a standard deviation of 0.50. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent’s responses to the level of teaching approaches are high positive in terms of active learning, collaborative learning, teachers support, and contextual learning.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.1 or high for active learning with standard deviation of 0.59; 4.1 or high for teachers support with standard deviation of 0.68; 4.0 or high for collaborative learning with standard deviation of 0.60; and 4.0 or high for contextual learning with standard deviation of 0.60.

Table 2. Level of Teaching Approaches

Indicators	Mean	SD	Descriptive Equivalent
Active Learning	4.10	0.59	High
Collaborative Learning	4.05	0.60	High
Teachers Support	4.17	0.68	High
Contextual Learning	4.04	0.60	High
Overall	4.07	0.50	High

Level of Students’ Motivation

Shown in Table 3 are the mean scores for the indicators students’ motivation among senior high school students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 3.8 and described as high with a standard deviation of 0.65. The moderate level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent’s responses to the level of students’ motivation are very evident in terms of intrinsic interest, confidence and clear study goal.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.8 or moderate for experience of confidence with standard deviation of 0.73; 3.8 or moderate for clear study goal with standard deviation of 0.74; and 3.7 or moderate for intrinsic interest with standard deviation of 0.74.

Table 3. Level of Students’ Motivation

Indicators	Mean	SD	Descriptive Equivalent
Intrinsic Interest	3.80	0.74	High
Confidence	3.83	0.73	High
clear Study Goal	3.87	0.74	High
Overall	3.83	0.65	High

Significance on the Relationship Teachers’ Attitude and Students’ Motivation

The Pearson’s r value for the variables presented is 0.462, with a p-value of <.001 which shows a high positive correlation. The dependent variable is students’ motivation and the independent variable is teachers’ attitude. This suggests that the indicators in teachers’ attitude may be influenced by students’ motivation.

Since the table shows that the probability level for teachers’ attitude and students’ motivation is $<.001$, which is lower than the significance level of 0.05, the null hypothesis stating that ‘there is no significant relationship between teachers’ attitude and students’ motivation’ has been rejected. The correlation of the variables indicates that all indicators have a significant relationship with students’ motivation.

Table 4: Significance on the Relationships Between Teachers’ Attitude to Students’ Motivation

		Teacher’s Attitude	Students’ Motivation
Teacher’s Attitude	Pearson's r	–	–
	p-value	–	–
Students’ Motivation	Pearson's r	0.462	–
	p-value	$<.001$	–

Significant Relationship Between Teaching Approaches and Students’ Motivation

The Pearson’s r value of the two variable is 0.544 with p-value of $<.001$. The dependent variable is teaching approaches and the independent variable is students’ motivation. It suggests a high positive correlation between teaching approaches and students’ motivation. This means that as the effectiveness or quality of teaching approaches increases, student motivation tends to increase to some extent. Similarly, as the effectiveness or quality of teaching approaches increases, students’ motivation tends to increase.

It reveals that the overall result of indicators in teaching approaches have a probability level of <0.001 , which is significantly lower than the significance level of 0.05. Therefore, the null hypothesis stating that ‘there is no significant relationship between teaching approaches and students’ motivation among students is rejected. The strong interdependence of the variables indicates that the indicators in teaching approaches have a significant relationship with students’ motivation.

Table 5: Significance on the Relationships Between Teaching Approaches to Students’ Motivation

		Teaching Approaches	Students’ Motivation
Teaching Approaches	Pearson’s R	–	–
	p-value	–	–
Students’ Motivation	Pearson’s R	0.554	–
	p-value	$<.001$	–

Multiple Regression Analysis on the Influence of Between Teachers’ Attitude to Students’ Motivation

Using the Multiple Regression Analysis, the data revealed that the influence of teachers’ attitude towards students’ motivation among Senior High School students has f-value of 24.57 and corresponding significance p-value of $<.001$ which was significant.

This means that the usage of teachers’ attitude high influences the students’ motivation among Senior High School students in Lorenzo S. Sarmiento Sr. National High School since the probability is less than 0.05. The R squared of 0.214 implies that 21.4% of the students’ motivation among Senior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the usage of teachers’ attitude, while 78.6% remaining were not covered by the study and is influenced by other factors.

Table 6: Multiple Regression Analysis of the influence Between Teachers’ Attitude on Students’ Motivation

Independent Variable	Coefficients	t-value	p-value	Decision $\alpha=0.05$
Intercept	1.397*	4.889	$<.001$	H_0 is Rejected

Affected Reaction to Change	0.232*	3.037	0.003	H_0 isRejected
Cognitive Reaction to Change	0.156*	1.983	0.048	H_0 isRejected
Behavioral Reaction to Change	0.236*	3.470	< .001	H_0 isRejected
Dependent Variable: Students' Motivation				

* $p < 0.05$ $R = 0.463$ $R^2 = 0.214$ $F\text{-ratio} = 24.57$ $p\text{-value} = < .001$

Multiple Regression Analysis of the Influence of Teaching Approaches on Students' Motivation

Using the Multiple Regression Analysis, the data revealed that the influence of teaching approaches towards students' motivation among Senior High School students has f-value of 28.27 and corresponding significance p-value of <.001 which was significant.

This means that the usage of teaching approaches influences the students' motivation among Senior High School students in Lorenzo S. Sarmiento Sr. National High School since the probability is less than 0.05. The R squared of 0.296 implies that 29.6% of the students' motivation among Senior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the usage of teachers' attitude, while 70.4% remaining were not covered by the study and is influenced by other factors.

Table 7: Multiple Regression Analysis of the Influence of Teaching Approaches to Students' Motivation

Independent Variable	Coefficients	t-value	p-value	Decision $\alpha=0.05$
Intercept	1.100*	4.053	<.001	H_0 isRejected
Active Learning	0.144*	1.812	0.071	H_0 isRejected
Collaborative Learning	-0.005*	-0.062	0.951	H_0 isRejected
Teachers Support	0.169*	2.604	0.010	H_0 isRejected
Contextual Learning	0.359*	4.894	<.001	H_0 isRejected
Dependent Variable: Students' Motivation				

* $p < 0.05$ $R = 0.544$ $R^2 = 0.296$ $F = 28.27$ $p\text{-value} = < 0.001$

DISCUSSIONS

Level of Teachers' Attitude

The respondents' level of teachers' attitude in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different teachers' attitude among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was very evident. This further means that while the overall attitude of the teachers in Lorenzo S. Sarmiento Sr. National High School is considered very evident, it leans towards being positive. The teachers' attitudes play a crucial role in creating a conducive learning environment for Senior High School students. With a high positive attitude, the teachers are likely to exhibit a balance of support, encouragement, and guidance, which can greatly contribute to the students' academic growth and overall well-being (Hellmich et al., 2019). It is encouraging to see that the teachers in Lorenzo S. Sarmiento Sr. National High School prioritize a positive attitude towards their students.

This result is in relation to the proposition of Ionescu (2023), suggesting that the attitudes of teachers towards creativity and creative students need to be further understood and studied. The importance of teachers' attitudes towards inclusion is emphasized by Malki and Einat (2018), as it can prevent the exclusion of students with special educational needs from mainstream education and impact their willingness to include these students in their classes. Carrington et al. (2019) further emphasize that teachers' attitudes present the biggest hurdle to the effective execution of inclusive classroom practices. In

line with these perspectives, an attitude may be defined as a collection of feelings, beliefs, and actions concerning a certain item, person, thing, or event, as stated by Cherry

(2021). Understanding and addressing teachers' attitudes in these areas can contribute to creating a more inclusive and supportive learning environment for all students.

Level of Teaching Approaches

The respondents' level of teaching approaches in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different teaching approaches among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was very evident. The high level of teaching approaches among Senior High School students in Lorenzo S. Sarmiento Sr. National High School indicates a potential for enhancing students' motivation. When students are exposed to a variety of teaching approaches, it provides them with diverse learning experiences and opportunities for engagement. This can help address factors that contribute to motivation, such as disinterest or an of connection with the subject matter. By incorporating different teaching approaches, educators can cater to the varied learning styles and preferences of students, fostering a more inclusive and motivating learning environment. These approaches may include active learning strategies, collaborative projects, multimedia resources, and hands-on activities.

This result is in relation to the proposition of Pikhart et al. (2022) that teaching approaches enable teachers to enhance their students' engagement in synchronous learning environments. According to Khairuzzanila (2021), a teaching strategy is the plan of activity used by teachers to instruct students in order to achieve the necessary educational goals. The significant level of teaching approaches in addressing students' motivation at Lorenzo S. Sarmiento Sr. National High School highlights the effectiveness of the chosen strategies. This emphasizes the importance of selecting appropriate teaching approaches that foster student engagement and motivation. The inclusion of skills in the study plans has stimulated changes and highlighted the need for further progress in creating methodological strategies (Soler et al., 2018). These strategies aim to culminate in a teaching approach that is focused on the student. Additionally, Sari & Zainil (2020) highlight that a teacher's strategy can help overcome difficulties, especially when students try to express their ideas in speech.

Level of Students' Motivation

The respondents' level of students' motivation at Lorenzo S. Sarmiento Sr. National High School is high. The high level of motivation observed among Senior High School students at Lorenzo S. Sarmiento Sr. National High School suggests that there may be various factors contributing to student motivation. Previous studies have shown that students' intrinsic interest can impact their adherence to timelines, completion of assigned tasks, focus on the subject, and overall understanding (Cao & Meng, 2020). Additionally, communication has been found to have an insignificant but positive impact on student motivation (Badrkoochi, 2018). This aligns with previous research indicating that problematic social behavior can lead to peer rejection and motivation among students (Bacete, 2017).

The high level of confidence indicated that students' motivation among Senior High School students was high positive and well-observed. This insinuates that there may be underlying factors contributing to the motivation among Senior High School students. It is important to delve deeper into these factors to understand the root causes and develop effective strategies to address them. The findings suggest that there may be underlying factors contributing to the motivation among Senior High School students at Lorenzo S. Sarmiento Sr. National High School. It is crucial to delve deeper into these factors to understand the root causes and develop effective strategies to address them. Previous research has highlighted the importance of motivation in language learning, as individuals may struggle to achieve their language learning goals without adequate motivation, even with appropriate curriculum and teaching methods (Boonchuayrod, 2019). Additionally, the academic confidence of students plays a significant role in their expectations of

success and academic performance (Pulford et al., 2018). Academic confidence not only influences a student's desire to learn but also aids in effectively acquiring learning strategies and skills (Sander & de la Fuentes, 2020).

Significant Relationship Between Teachers' Attitude and Students' Motivation

The result of the study revealed that there was a high relationship between teachers' attitude among the students. The computed Rvalue indicated a high correlation between the two variables. This highcorrelation implies that as teachers' attitudes toward student's change, students' motivation goals also change.

Similarly, the study by Sezer (2018) reveals a high correlation between teachers' attitudes and their teaching approaches. It is very evident that both teachers and students have expectations of each other. Students expect their teachers to be competent and deliver lessons in an interesting, logical, and easyto-follow manner. They also prefer teaching methods that are reason-based and less demanding. These findings emphasize the importance of teachers' attitudes in creating a positive and engaging learning environment. When teachers possess a positive attitude, it enhances student engagement, motivation, and fosters effective communication between teachers and students. By incorporating teaching methods that meet students' expectations, such as being interesting, logical, and easy to follow, teachers can promote critical thinking and deeper understanding among students. Striking a balance between support and challenge, teachers can create an environment that encourages growth and development.

Significant Relationship Between Teaching Approaches and Student's Motivation

The results of the study revealed a significant relationship between perceived teaching approaches and students' motivation. The computed R-value indicated a moderate positive correlation between these two variables. This correlation suggests that as the perception of teaching approaches becomes more evident, students' motivation also increases at a high rate.

This statement is supported by Hammond et al. (2019), who argue that teaching approaches embodying these qualities are considered encouraging, as they meet students' expectations and thereby motivate them to learn. The Cognitive Constructivist Theory also posits that learners play an active role in constructing their own understanding of reality. Active learning, collaborative learning, teacher support, and contextual learning are all strategies rooted in constructivist teaching. These strategies, rooted in constructivist teaching, underscore the importance of active and collaborative learning, teacher support, and contextual learning in fostering students' self-constructed understanding of reality.

In addition, Codina et al. (2018) also found a high relationship between perceived teaching approaches and students' motivation orientation, teachers' approaches to teaching play a major role in student engagement, motivation, and academic performance. This suggests that by adjusting and improving teaching approaches, educators can potentially reduce student motivation, thereby enhancing engagement, motivation, and academic performance.

Multiple Regression Analysis on the Influence of Teachers' Attitudes on Students' Motivation

The regression coefficient is to test the significant influence of overall teachers' attitude and students' motivation among Senior High School students. Using the Multiple Regression in JASP Software, the data reveal that the influence of teachers' attitude towards student' motivation among Senior High School students has a significant influence. Only 21.4% of the students' motivation among Senior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the teachers' attitude. The overall results of the teachers' attitude predict student' motivation in Senior High School students. Therefore, the significance level of the hypothesis of teachers' attitude and students' motivation in Senior High School students is rejected.

The findings of the study further support the analysis that teachers' attitudes toward inclusive education, particularly their assertiveness toward the idea of an inclusive classroom, play a vital role in catering to and accepting diversity. The research conducted by Kazmi et al. (2021) highlights the significance of teachers' attitudes in creating an inclusive learning environment. When teachers are assertive and supportive of inclusivity, they are more likely to embrace diversity and provide equal opportunities for all students. This aligns with the notion that teachers' attitudes shape their instructional practices and interactions with students. By understanding and addressing teachers' attitudes, educators can enhance their ability to meet the diverse needs of students, creating an inclusive classroom where every student feels valued and supported.

Multiple Regression Analysis of the Influence of Teaching Approaches on Students' Motivation

The regression coefficient is to test the significant influence of overall teaching approaches and students' motivation among Senior High School students. Using the Multiple Regression in JASP Software, the data reveal that the influence of teaching approaches towards student' motivation among Senior High School students has a significant influence. Only 29.6% of the students' motivation among Senior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the teaching approaches. The overall results of the teaching approaches predict student' motivation in Senior High School students. Therefore, the significance level of the hypothesis of teachers' attitude and students' motivation in Senior High School students is rejected.

There are drive-thru labs where instructors demonstrate processes, discuss soil properties using examples, or teaching procedures to small groups of students (Abit et al., 2018). Positive processes can diminish a person's motivation in relation to a behavioral intention or an ongoing action (Dörnyei & Ushioda, 2021). Some learners find it challenging to understand the importance of learning a foreign language and may perceive it as difficult and pointless (Xaypanya et al., 2017).

CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the level of influence of teachers' attitude among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was high, as well as its indicators, namely affected reaction to change, cognitive reaction to change, behavioral reaction to change. Furthermore, the overall level of teaching approaches learning among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was high, as well as all four domains namely active learning, collaborative learning, teachers support and contextual learning. Moreover, the overall level of students' motivation among Senior High School students in Lorenzo S. Sarmiento Sr. National High School was high, as well as all three domains namely intrinsic interest, confidence and clear study goal. The findings opposed the theoretical assumption has significant relationship between the influence of teaching approaches and students' motivation learning among Senior High School students. Contrary to the assumption, the study concludes that the influence of teaching approaches and students' motivation learning were highly related. That is a change in the level of influence of teaching approaches affects the level of students' motivation. The main anchor proposition of this study. The positive impact of teachers' attitudes and encouraging teaching approaches on students' daily motivation. When students perceive their teacher as having a positive attitude and adhering to encouraging teaching approaches, they are more likely to be motivated and engaged in their learning.

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