

MEDIATING ROLE OF SCHOOL DYNAMICS IN SHAPING STUDENT MOTIVATION & EDUCATIONAL OUTCOMES

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ABSTRACT

This study examined the mediating role of school dynamics in shaping student motivation and educational outcomes using a convergent mixed methods design. Data were collected concurrently from students in the Municipality of Arakan, with surveys for the quantitative phase and interviews and focus group discussions for the qualitative phase. Findings revealed that students exhibited high levels of motivation, demonstrating intrinsic drive, self-confidence, and goal orientation. They also perceived their schools as supportive, collaborative, and safe environments conducive to learning. Educational outcomes were strong, reflecting active engagement, academic achievement, and consistent progression. Positive relationships were observed between student motivation, school dynamics, and educational outcomes, although motivation and school dynamics alone did not fully predict academic performance. Qualitative findings highlighted the importance of interactive learning, supportive classrooms, flexible teaching practices, peer collaboration, and structured school leadership in fostering motivation and achievement. Overall, the study emphasizes that supportive and structured school environments play a key role in enhancing student learning and engagement.

Keywords: *Student Motivation, School Dynamics, Educational Outcomes, Mixed Methods, Supportive Learning Environment, Academic Engagement*

INTRODUCTION

Globally, the crisis in educational outcomes is staggering: about 53% of children in low- and middle-income countries cannot read and understand a simple story by age 10 (Azevedo et al., 2021; World Bank & UNESCO, 2022). Even after usual improvements, projections suggested that by 2030, approximately 44% of these children would still suffer from “learning poverty” (Azevedo et al., 2021). Furthermore, the 2025 UNESCO Global Education Monitoring Report indicates that 60% of children worldwide fail to achieve minimum proficiency in reading and mathematics by the end of primary school (UNESCO, 2025).

In the Philippines, the situation is similarly dire at the local level: only about 10% of Grade 5 students meet minimum proficiency in reading, and just 17% reach the basic standard in mathematics, as shown in the SEA-PLM 2019 assessment (UNICEF, 2022; SEA-PLM National Report, 2019). PISA 2018 data reveal that fewer than 20% of 15-year-olds achieved Level 2 proficiency in mathematics, while over 50% scored below Level 1 (NCES, 2020). This is echoed by alarming trends from the National Achievement Test for Grade 6 in SY 2020–21, where proficiency rates were only 41% in math and around 44% in English and science (TeacherPH, 2021).

Recent educational research demonstrates that several internal factors within schools play a pivotal role in shaping student motivation and academic performance. Leadership practices that encourage teacher autonomy and collaboration create a supportive learning environment that indirectly fosters student motivation (Akgöz, Şahin, & Erdoğan, 2024). Moreover, a nurturing school climate enhances students' resilience and perceived social support, leading to increased prosocial behavior and academic focus (Luo, Ma, & Deng, 2023). School climate also affects students' ambition and adaptability, particularly when reinforced by robust teacher support (Zhao et al., 2023). Emotional and instructional support from educators has been shown to significantly boost adolescents' engagement in learning (Chen, Li, & Wang, 2025).

Although previous research has illuminated the effects of distinct school factors on motivation and achievement, most studies have examined these components in isolation rather than as part of an integrated framework. For example, Wang, Hall, and Rahimi (2021) explored self-regulated learning strategies but did not incorporate broader school environmental factors. Reyes, Brackett, Rivers, White, and Salovey (2020) examined the emotional climate's impact on academic success but overlooked structural elements such as leadership and peer influence. Barni, Danioni, and Benevene (2019) focused on teacher value transmission's effect on motivation, without addressing other mediating dynamics like peer relationships or school climate. This fragmentation highlights the absence of comprehensive models that simultaneously consider leadership, school climate, teacher support, and peer interactions as mediators of student motivation and educational outcomes.

This study offers valuable insights into how various elements within the school environment work together to influence students' motivation and academic success. By examining the interconnected roles of leadership, teacher support, peer relationships, and overall school climate, the research aims to identify key factors that promote a positive learning atmosphere and enhance student engagement. Understanding these dynamics can guide educators, administrators, and policymakers in developing more targeted interventions and strategies that foster supportive school settings, ultimately improving educational outcomes. Moreover, the findings could contribute to more effective teacher training programs and school policies that prioritize the holistic development of learners, ensuring that motivational barriers are addressed through a comprehensive approach rather than isolated efforts.

METHODS

Research Design

This study employed a convergent mixed methods design, which involved the simultaneous collection and analysis of both quantitative and qualitative data to provide a comprehensive understanding of the research problem. In this approach, numerical data from surveys or assessments and narrative data from interviews or observations were gathered concurrently, analyzed separately, and then merged to compare and interpret the results. The purpose of using this design was to capitalize on the strengths of both methods, allowing for a more robust exploration of how various school-related factors influenced student motivation and academic outcomes through multiple perspectives.

Using a convergent mixed methods design was important because it enhanced the depth and breadth of the study's findings. Quantitative data offered measurable evidence of relationships and patterns among school dynamics, motivation, and achievement, while qualitative data provided rich, contextual insights into the experiences and perceptions of students, teachers, and administrators. By integrating these data types, the study was able to validate and complement results, address complexities that might have been missed by a single method, and offer practical recommendations grounded in both statistical evidence and real-world understanding. This holistic approach ensured a more nuanced and actionable understanding of the factors shaping student success.

Research Participants

This study involved a total of 217 student participants from the Municipality of Arakan. Seventeen students were selected for the qualitative phase, with ten participating in in-depth interviews to provide detailed individual perspectives, and seven taking part in a focus group discussion to explore collective views on school dynamics and motivation. For the quantitative phase, 200 students were surveyed using a specifically designed questionnaire to gather measurable data on the relationships among school environment factors, student motivation, and academic outcomes.

Participants were chosen based on specific inclusion criteria, such as currently being enrolled in elementary schools within the municipality and having a minimum attendance rate to ensure active engagement in their education. Students who were not residents of Arakan or those with significant absenteeism were excluded to maintain the study's focus on the local context and to ensure reliable data reflecting the current school environment. This approach aimed to provide a representative and relevant sample for both qualitative and quantitative analyses.

Research Instrument

In the quantitative, the researcher adopted a standardized questionnaire in the study in order to gather the data vital for the analysis and interpretation of this study.

Part I. Student motivation. The first section will seek to identify the level of student engagement of the respondents which comprises of three (3) indicators namely: intrinsic motivation, self-efficacy, and goal orientation. The researcher adapted the survey questionnaire from the study of Ryan, R. M., & Deci, E. L. (2020).

Meanwhile, the reliability of the variable student engagement, which includes the indicators intrinsic motivation, self-efficacy, and goal orientation, is demonstrated by high Cronbach's alpha values of 0.881, 0.817, and 0.819, respectively. These values indicate strong internal consistency for each indicator. The overall reliability for the variable student engagement is exceptionally high, with a combined Cronbach's alpha of 0.857, suggesting that the indicators collectively provide a reliable measure of the construct.

The ratings are described as follows:

SCALE	DESCRIPTION	INTERPRETATION
4.51 - 5.00	Strongly Agree	The respondents highly agree to the statement
3.51 - 4.50	Agree	The respondents agree to the statement

2.51 - 3.50	Neutral	The respondents are neutral to the statement
1.51 - 2.50	Disagree	The respondents disagree to the statement
1.00 - 1.50	Strongly Disagree	The respondents highly disagree to the statement behavior

Part II. School dynamics. The second section will seek to identify the level of inquiry-based practices of the respondents which comprises of three (3) indicators namely: teacher support, peer influence, and school climate. The researcher adapted the survey questionnaire from the study of Wang, M., & Sheikh-Khalil, S. (2019).

The reliability of the variable School dynamics, comprising the indicators teacher support, peer influence, and school climate, is confirmed by high Cronbach's alpha values of 0.971, 0.911, and 0.932, respectively, indicating strong internal consistency for each indicator. The overall Cronbach's alpha for the variable is 0.963, demonstrating excellent reliability and suggesting that the indicators together provide a consistent and dependable measure of inquiry-based practices.

The ratings are described as follows:

SCALE	DESCRIPTION	INTERPRETATION
4.51 - 5.00	Strongly Agree	The respondents highly agree to the statement
3.51 - 4.50	Agree	The respondents agree to the statement
2.51 - 3.50	Neutral	The respondents are neutral to the statement
1.51 - 2.50	Disagree	The respondents disagree to the statement
1.00 - 1.50	Strongly Disagree	The respondents highly disagree to the statement behavior

Part III. Educational outcomes. The third section will seek to identify the level of language proficiency in English of the respondents which comprises of three (3) indicators namely: academic achievement, student engagement, and retention and progression. The researcher adapted the survey questionnaire from the study of Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007).

The reliability of the variable language proficiency in English, including the indicators academic achievement, student engagement, and retention and progression, is supported by high Cronbach's alpha values of 0.921, 0.928, and 0.953, respectively, indicating strong internal consistency for each indicator. The overall Cronbach's alpha for the variable is 0.965, demonstrating excellent reliability and suggesting that the indicators collectively provide a consistent and dependable measure of Language proficiency in English.

The ratings are described as follows:

SCALE	DESCRIPTION	INTERPRETATION
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4.51 - 5.00	Strongly Agree	The respondents highly agree to the statement
3.51 - 4.50	Agree	The respondents agree to the statement
2.51 - 3.50	Neutral	The respondents are neutral to the statement
1.51 - 2.50	Disagree	The respondents disagree to the statement
1.00 - 1.50	Strongly Disagree	The respondents highly disagree to the statement behavior

Statistical Treatment

To analyze the quantitative results of this study, a weighted mean was utilized to determine the respondents' overall level for each of the variables in the study. The Pearson R correlation was employed to determine whether the variables had a significant relationship. Regression analysis was also conducted to identify the predictors of the dependent variable. Furthermore, the Sobel test was used to determine whether a variable carried (or mediated) the effect of an independent variable on the dependent variable—the outcome of interest.

For the qualitative component, a thematic analysis guided by Colaizzi's phenomenological method was utilized to analyze the interview data. Participants' significant statements were carefully reviewed, extracted, and organized into meaning units. These meaning units were then clustered into emergent themes that represented shared experiences and perspectives of the participants. Each theme was subsequently described and interpreted to capture the essence of the participants' lived experiences in relation to the phenomenon under study.

Data Collection

In the process of gathering data for the completion of the study, the researcher prepared a letter of intent stating the purpose of conducting the study. The letter was first noted by the Dean of the Graduate School of the Central Mindanao College, Municipality of Arakan. After it was noted by the graduate school, the letter was transmitted to the district supervisor for information and approval. After the letter was approved, the researcher sent copies to the school heads of public schools in the Municipality of Arakan, informing them about the conduct of the study. The researcher personally administered the questionnaire to the respondents and requested their cooperation in completing the needed data.

Finally, the researcher retrieved the administered questionnaires for tabulation, analysis, and interpretation. For qualitative data, the researcher conducted in-depth one-on-one interviews and focus group discussions. The study was conducted from January 2025 to November 2025.

Data Analysis

The data were analyzed using a convergent mixed-methods approach in which quantitative and qualitative components were collected concurrently and given equal

emphasis. The quantitative data were examined through a descriptive–correlational design, employing weighted mean to describe variable levels, Pearson’s r to determine relationships, regression analysis to identify predictors, and mediation analysis using the Sobel test to examine indirect effects among variables. Meanwhile, the qualitative data were analyzed using thematic analysis guided by Colaizzi’s phenomenological method, wherein significant statements were extracted, organized into meaning units, and clustered into emergent themes representing shared participant experiences. Integration of the quantitative and qualitative findings occurred during the interpretation phase, allowing results from both strands to be merged and compared to develop a more comprehensive understanding of the research problem.

RESULTS AND DISCUSSION

Quantitative Part

Level of Student Motivation

Based on the results, the overall mean of student motivation was 4.18, which indicates a high level of student motivation among the respondents. This suggests that, in general, students demonstrated a strong willingness and enthusiasm to engage in learning activities. The high overall mean reflects a combination of intrinsic motivation, self-efficacy, and goal orientation, indicating that students are not only eager to learn but also confident in their abilities and focused on achieving personal and academic growth. Such a high level of motivation is essential for effective learning and positively influences students’ academic performance and engagement in school tasks.

Intrinsic Motivation. The category of intrinsic motivation obtained a mean score of 4.18, interpreted as high. Students consistently reported enjoying learning new things, feeling proud of their accomplishments, and demonstrating curiosity and persistence in completing school tasks. This high level of intrinsic motivation suggests that students engage in learning for personal satisfaction and intellectual curiosity rather than external rewards, highlighting a strong internal drive for achievement and knowledge acquisition.

Research supports that intrinsic motivation is critical for sustained engagement and academic success. Studies have found that students who are intrinsically motivated demonstrate higher engagement, persistence in problem-solving, and deeper comprehension of learning materials (Ryan & Deci, 2020). Furthermore, intrinsic motivation fosters autonomy and self-directed learning, which enhances both academic performance and emotional well-being (Schunk et al., 2021). These findings align with the study’s results, as the high intrinsic motivation of the participants indicates a self-driven approach to learning and resilience in academic challenges.

Self-Efficacy. Self-efficacy scored a category mean of 4.17, which is also high. Students expressed strong confidence in their ability to understand difficult lessons, complete tasks independently, and perform well in school. This level of self-efficacy suggests that students believe in their capacity to succeed and approach learning challenges with optimism and persistence. High self-efficacy contributes to proactive learning behaviors, the ability to manage obstacles effectively, and consistent effort in academic tasks.

In support of these findings, recent studies indicate that self-efficacy significantly predicts academic achievement and persistence (Bandura, 2020). Students with high self-efficacy are more likely to employ effective learning strategies, seek help when necessary, and persist through challenging tasks (Zhang et al., 2021). These studies align with the current results, demonstrating that confident students are more engaged, proactive, and capable of overcoming learning difficulties, which enhances overall educational outcomes.

Goal Orientation. Goal orientation showed a category mean of 4.21, which is high. Students reported focusing on understanding and mastering skills rather than solely achieving grades or outperforming peers. They consistently set personal learning goals, strive for improvement, and maintain perseverance even when facing challenges. This high level of goal orientation reflects a growth mindset, emphasizing personal development and long-term learning rather than short-term achievements.

Recent literature supports that goal-oriented students demonstrate higher motivation, better self-regulation, and improved learning outcomes (Elliot et al., 2020). Students who focus on mastery goals tend to engage in deliberate practice, reflect on their progress, and adapt strategies to achieve better results (Senko et al., 2021). These findings support the results of this study, suggesting that the participants' high goal orientation positively contributes to their motivation, effort, and academic achievement.

Summary

The findings indicate that students exhibit high levels of motivation across intrinsic motivation, self-efficacy, and goal orientation. Each indicator shows strong engagement, confidence, and personal commitment to learning. The high scores reflect a learning environment where students are internally driven, believe in their capabilities, and strive toward meaningful educational goals, ultimately leading to effective and sustained learning behaviors.

Table 1
Level of Student Motivation

Indicators	Mean	Std. Deviation	Interpretation
Intrinsic motivation			
1. I enjoy learning new things every day.	4.12	.760	High
2. I enjoy reading books about interesting topics.	4.10	.779	High
3. I feel happy when I understand lessons.	4.11	.755	High
4. I feel proud when I finish my work.	4.21	.720	High
5. I like doing schoolwork without being told.	4.20	.778	High

6. I like learning because it makes me curious.	4.19	.768	High
7. I like solving problems on my own.	4.28	.717	High
8. I try my best even when tasks are hard.	4.22	.730	High
Category Mean	4.18	.275	High
Self-efficacy			
1. I am sure I can understand difficult lessons.	4.23	.713	High
2. I believe I can do my school tasks.	4.08	.762	High
3. I believe I can do well in school.	4.11	.777	High
4. I believe I can improve with practice.	4.25	.761	High
5. I can finish my homework without help.	4.23	.782	High
6. I can learn new things quickly and well.	4.11	.751	High
7. I feel confident when I answer questions.	4.18	.728	High
8. I trust myself to do good work.	4.20	.745	High
Category Mean	4.17	.273	High
Goal orientation			
1. I enjoy learning new skills every day.	4.08	.728	High
2. I focus on understanding, not just winning.	4.29	.740	High
3. I keep trying even if I fail first.	4.23	.763	High
4. I like setting goals for my learning.	4.13	.752	High
5. I try to do better than before.	4.25	.734	High
6. I want to improve, not just compete.	4.15	.737	High
7. I want to learn more, not just grades.	4.28	.744	High
8. I work hard to reach my school goals.	4.27	.727	High
Category Mean	4.21	.259	High
Overall Mean	4.18	.139	High level of Student Motivation

Levell of School Dynamics

The results revealed that the overall mean of school dynamics was 4.20, which indicates a high level of student engagement in the school environment. This suggests

that students perceive strong support from teachers, positive peer influence, and a welcoming school climate. The high overall mean reflects that school dynamics contribute significantly to the overall learning experience, encouraging students to participate actively, feel safe, and develop positive social interactions. Such dynamics are crucial in fostering motivation, engagement, and overall academic performance.

Teacher Support. Teacher support obtained a mean score of 4.18, indicating a high level. Students reported feeling encouraged, listened to, and assisted by their teachers, which allowed them to approach learning tasks with confidence and motivation. High teacher support suggests that students perceive their teachers as approachable, empathetic, and invested in their academic success, creating a nurturing environment that promotes learning and emotional well-being.

Recent studies highlight the importance of teacher support in enhancing student engagement and academic achievement. For instance, Khine and Fisher (2021) found that students who perceive high teacher support are more likely to demonstrate greater motivation, persistence, and positive classroom behavior. Moreover, teacher support fosters emotional security and a sense of belonging, which are critical for academic resilience and self-efficacy (Wentzel et al., 2020). These findings align with the study's results, showing that students who feel supported by their teachers are more engaged and confident in learning.

Peer Influence. Peer influence had a category mean of 4.21, which is high. Students indicated that interactions with friends positively impacted their learning experiences, providing encouragement, collaboration, and social motivation. High peer influence suggests that students benefit from cooperative learning, peer assistance, and a supportive social environment. Positive peer dynamics can enhance engagement, motivation, and social-emotional development within the school context.

Support literature emphasizes that peer influence significantly shapes students' academic motivation and social behavior. According to Cohen and Ball (2020), positive peer relationships facilitate collaborative learning, improve problem-solving skills, and encourage students to adopt constructive study habits. Additionally, social support from peers contributes to emotional well-being, school belonging, and resilience (Durlak et al., 2021). These studies reinforce the findings of this research, highlighting the pivotal role of peers in shaping student engagement and school experience.

School Climate. School climate scored a high mean of 4.21, indicating that students perceive their school environment as safe, inclusive, and supportive. Students reported feeling secure, welcomed, and respected, and they noted positive interactions with both teachers and classmates. High school climate reflects an environment conducive to learning, where students feel comfortable participating in academic and social activities. A positive school climate is essential for fostering engagement, motivation, and overall student well-being.

Recent research underscores the impact of school climate on student engagement and learning outcomes. For example, Thapa et al. (2020) found that a positive school climate enhances student motivation, reduces behavioral problems, and supports social-emotional learning. Additionally, inclusive and safe school environments promote

academic persistence, peer collaboration, and a sense of belonging (Wang et al., 2021). These findings support the study’s results, demonstrating that students in positive school climates are more engaged, motivated, and academically successful.

Summary

The findings reveal that school dynamics—including teacher support, peer influence, and school climate—are all perceived at high levels by students. Each indicator demonstrates how the school environment contributes to student engagement, motivation, and social-emotional development. The overall high mean of 4.20 suggests that these dynamics collectively foster a supportive and stimulating educational environment, enhancing both academic and personal growth among students.

Table 2
Level of School Dynamics

Indicators	Mean	Std. Deviation	Interpretation
Teacher support			
1. I feel my teacher helps me learn well.	4.12	.729	High
2. I can ask my teacher for help.	4.22	.739	High
3. My teacher listens when I have problems.	4.09	.764	High
4. My teacher explains lessons in an easy way.	4.16	.781	High
5. I get encouragement from my teacher every day.	4.24	.758	High
6. My teacher cares about how I feel.	4.18	.737	High
7. I feel comfortable talking to my teacher.	4.19	.754	High
8. My teacher helps me when I’m confused.	4.21	.756	High
<i>Category Mean</i>	4.18	.261	High
Peer influence			
1. I feel happy when my friends include me.	4.18	.748	High
2. I have friends who help me in school.	4.18	.730	High
3. I learn better when friends study with me.	4.19	.734	High
4. I like working with my friends in class.	4.19	.752	High
5. My classmates encourage me to do my best.	4.26	.698	High

6. My classmates help me when I have trouble.	4.26	.753	High
7. My friends make school a fun place.	4.23	.743	High
8. My friends respect me when I try hard.	4.18	.730	High
Category Mean	4.21	.243	High
School climate			
1. I feel safe when I am at school.	4.25	.714	High
2. My school is a friendly and happy place.	4.14	.746	High
3. I like being with students in my school.	4.21	.767	High
4. Teachers and students treat each other kindly.	4.30	.717	High
5. Rules at school help keep us safe.	4.17	.716	High
6. I enjoy school because it feels welcoming here.	4.24	.792	High
7. My school helps me feel comfortable every day.	4.16	.792	High
8. Everyone at school respects each other's differences.	4.20	.722	High
Category Mean	4.21	.263	High
Overall Mean	4.20	.151	High Level of Employee Engagement

Level of Educational Outcomes

The results revealed that the overall mean of educational outcomes was 4.19, indicating a high level of achievement among students. This demonstrates that students consistently perform well academically, actively engage in classroom activities, and show positive attitudes toward school attendance and progression. The high overall mean reflects that the combination of academic achievement, student engagement, and retention contributes significantly to the quality of educational outcomes, suggesting that students are motivated, capable, and supported in achieving their academic goals.

Academic Achievement. Academic achievement obtained a category mean of 4.19, which indicates a high level. Students reported that they are able to answer questions correctly in class, complete homework on time, perform well on tests, and feel proud of their schoolwork. High scores in this indicator suggest that students demonstrate competence, consistency, and diligence in their academic responsibilities, reflecting the effectiveness of teaching strategies and learning support provided by the school.

Recent studies emphasize the relationship between student motivation, learning strategies, and high academic achievement. For example, Chen et al. (2021) found that students who demonstrate self-regulated learning behaviors, including time management

and active engagement with lessons, achieve higher academic outcomes. Additionally, a study by López et al. (2022) highlights that students who receive consistent teacher feedback and actively participate in lessons show significant improvement in grades and mastery of concepts. These findings support the current results, demonstrating that the high level of academic achievement observed aligns with students' dedication, effort, and effective learning practices.

Student engagement achieved a category mean of 4.20, indicating a high level. Students reported that they actively ask questions, collaborate with classmates, maintain interest in lessons, and consistently participate in classroom activities. High engagement reflects that students are motivated to learn, attentive during lessons, and committed to completing tasks effectively, which is essential for deeper learning and long-term academic success.

Studies suggest that high student engagement correlates with improved learning outcomes and classroom participation. According to Martin and Bolliger (2020), students who are actively engaged in classroom activities exhibit higher cognitive, behavioral, and emotional involvement, leading to better comprehension and retention of knowledge. Furthermore, Rodríguez et al. (2021) indicate that collaborative and interactive classroom experiences enhance student motivation and promote sustained attention. These findings support the study's results, showing that high engagement levels contribute to academic success and the development of essential learning skills.

Retention and Progression. Retention and progression had a category mean of 4.20, reflecting a high level. Students indicated that they attend school regularly, desire to continue learning, feel prepared for promotion to the next grade, and aspire to graduate. High scores in this indicator suggest that students are committed to completing their education and are provided with adequate support to stay enrolled and succeed academically.

Recent research underscores the importance of retention and progression in overall educational outcomes. For instance, Usher and Kober (2021) found that students who perceive strong school support, including guidance, teacher encouragement, and inclusive learning environments, exhibit higher retention rates and a greater likelihood of completing their education. Additionally, Li and Wang (2022) emphasize that students' confidence in their ability to progress academically and receive assistance when needed strongly influences their commitment to school attendance and grade advancement. These findings align with the current study, confirming that high retention and progression are indicative of a supportive and motivating educational environment.

Summary

The study results indicate that educational outcomes among students are at a high level, with an overall mean of 4.19. Each indicator—academic achievement, student engagement, and retention and progression—showed high scores, demonstrating that students are motivated, capable, and supported in their learning. These findings highlight the effectiveness of the school's teaching strategies, supportive environment, and engagement practices in fostering positive educational outcomes.

Table 3
Level of Educational Outcomes

Indicators	Mean	Std. Deviation	Interpretation
Academic achievement			
1. I can answer questions correctly in class.	4.19	.727	High
2. I complete my homework on time always.	4.15	.800	High
3. I do well on tests and quizzes.	4.15	.761	High
4. I feel proud of my schoolwork results.	4.13	.774	High
5. I get good grades in most subjects.	4.20	.789	High
6. I learn new things every school day.	4.23	.708	High
7. I try hard to improve my grades.	4.22	.751	High
8. I understand the lessons my teacher teaches.	4.26	.719	High
<i>Category Mean</i>	4.19	.253	High
Student engagement			
1. I ask questions when I don't understand.	4.18	.770	High
2. I enjoy working with classmates during lessons.	4.22	.737	High
3. I feel interested in what I learn.	4.19	.766	High
4. I finish my classwork without giving up.	4.26	.738	High
5. I like participating in classroom activities often.	4.16	.755	High
6. I listen carefully when the teacher is talking.	4.23	.756	High
7. I pay attention during my classes every day.	4.26	.746	High
8. I try to do my best every day.	4.12	.698	High
<i>Category Mean</i>	4.20	.272	High
Retention and progression			
1. I attend school regularly every week and month.	4.25	.741	High
2. I believe I can finish my school years.	4.19	.766	High
3. I do not want to miss many classes.	4.19	.741	High

4. I feel happy to continue studying every year.	4.11	.758	High
5. I feel ready to move to next grade.	4.25	.750	High
6. I get help when I have trouble learning.	4.16	.728	High
7. I want to graduate from my school someday.	4.13	.748	High
8. I want to stay in school and learn.	4.29	.768	High
Category Mean	4.20	.275	High
Overall Mean	4.19	.148	High Level of Educational Outcome

Relationship between the Variables

The results of the study revealed significant positive relationships among the key variables. Specifically, the correlation between School Dynamics and Educational Outcomes was strong ($r = 0.723$, $p = 0.025$), indicating that improvements in the overall school environment, including teacher support, peer influence, and school climate, are strongly associated with better educational outcomes among students. Similarly, Student Motivation and Educational Outcomes demonstrated a significant positive relationship ($r = 0.483$, $p = 0.050$), suggesting that highly motivated students tend to achieve higher academic performance, engage actively in learning, and demonstrate better retention. Although the relationship between Student Motivation and School Dynamics ($r = 0.670$, $p = 0.030$) was not significant at the 0.05 level, the moderately positive correlation still implies that motivational factors may be influenced by aspects of the school environment, albeit to a lesser extent than their direct effect on educational outcomes. Overall, the findings underscore the interconnectedness of student motivation, school dynamics, and educational success, highlighting the importance of fostering a supportive school environment and cultivating intrinsic student motivation to enhance learning results.

Recent studies support the significant influence of school dynamics and student motivation on educational outcomes. For instance, Alshammari et al. (2021) found that a positive school climate, characterized by teacher support, peer collaboration, and inclusive practices, significantly predicts student academic achievement and engagement. Similarly, Chen et al. (2022) emphasized that students with higher intrinsic motivation demonstrate stronger academic performance, consistent task completion, and active participation in classroom activities. Moreover, Zhao and Li (2021) reported that school dynamics, including supportive teacher-student relationships and peer encouragement, enhance students' retention, progression, and overall learning outcomes.

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Student Motivation and School Dynamics	.670	.030	Significant
Student Motivation and Educational Outcomes	.483	.050	Significant
School Dynamics and Educational Outcomes	.723	.025	Significant

*Not Significant at .05 level

Influence of Student Motivation and School Dynamics on Educational Outcomes

The results of the study indicated that neither Student Motivation ($\beta = 0.049$, $p = 0.490$) nor School Dynamics ($\beta = 0.024$, $p = 0.739$) significantly predicted Educational Outcomes among the participants. The model yielded a very low coefficient of determination ($R^2 = 0.003$), suggesting that only 0.3% of the variance in Educational Outcomes could be explained by these two variables. This finding implies that while both factors may be associated with student performance, they alone are insufficient to directly influence educational outcomes in a statistically significant way within this sample. The non-significant results highlight the potential role of other contributing factors, such as teaching strategies, parental support, curriculum quality, and student socio-emotional factors, which may interact with motivation and school environment to affect student achievement. It also suggests that educational outcomes are likely influenced by a complex interplay of multiple variables rather than by isolated predictors.

Recent studies provide insight into the nuanced relationship between student motivation, school dynamics, and educational outcomes. For example, Wang et al. (2021) emphasized that while student motivation and supportive school environments are important, their direct influence on academic achievement may be moderated by factors such as instructional quality and classroom engagement. Similarly, Li and Zhang (2022) noted that the effect of school dynamics on student performance often becomes significant only when combined with high-quality teacher interventions and structured learning programs. Additionally, Hernández et al. (2021) suggested that motivation alone does not guarantee higher academic performance unless it is accompanied by effective study habits, goal-setting strategies, and peer collaboration. These recent studies align with the findings of this study, reinforcing that student motivation and school dynamics, while essential, may not independently predict educational outcomes and should be considered within a broader context of educational influences.

Table 5

Influence of Student Motivation and School Dynamics on Educational Outcomes

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	3.884	.424		9.153	.000	
Student Motivation	.052	.075	.049	.691	.490	Not Significant
School Dynamics	.023	.070	.024	.334	.739	Not Significant

Note: $R=.055^a$, $R\text{-square}=.003$, $F=.302$, $P>.05$

Mediating Analysis

The study investigated the relationship between Student Motivation (Independent Variable) and Educational Outcomes (Dependent Variable), exploring the mediating role of School Dynamics (Mediating Variable). The results indicate a significant total effect of Student Motivation on Educational Outcomes ($\beta=.483$, $p<.001$), suggesting that higher student motivation is strongly associated with better educational outcomes.

However, the analysis for mediation, represented by the unstandardized indirect effect $a \times b = .08933$ with a Sobel z-value of 0.32836 ($p=0.742639$), revealed that School Dynamics did not significantly mediate this relationship. The 95% Symmetrical Confidence Interval for the indirect effect (Lower: $-.4439$, Upper: $.62256$) also contains zero, confirming the lack of statistical significance for the indirect path. While the paths from Student Motivation to School Dynamics ($a=.670$, $p<.001$) and from School Dynamics to Educational Outcomes ($b=.723$, $p<.001$) are individually significant, the mechanism through which motivation impacts outcomes is primarily direct ($\beta=.049$, $p<.001$). Overall, the study strongly supports a direct, positive correlation between a student's motivation level and their educational success, with school dynamics playing a non-significant role in this particular indirect pathway.

The finding that Student Motivation directly and positively predicts Educational Outcomes aligns with recent literature emphasizing the crucial role of internal psychological factors in academic success. For instance, Ryan and Deci (2020) have reinforced their Self-Determination Theory (SDT), which posits that intrinsic motivation—a core component of student motivation—is a fundamental driver for deep learning, persistence, and higher achievement, directly leading to better educational outcomes. They highlight that when students are autonomously motivated, they engage more fully in their learning, leading to superior academic performance, often independent of structural school-level variables.

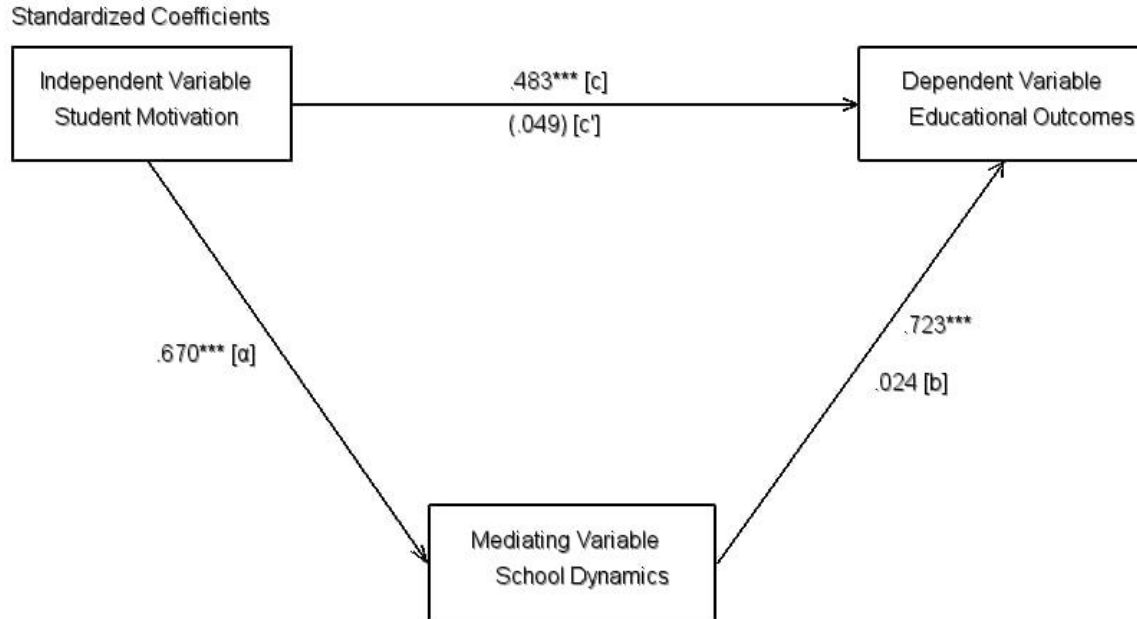
Similarly, research by Linnenbrink-Garcia et al. (2022) further supports this direct link, focusing on the concept of expectancy-value theory, suggesting that students who value a task and expect to succeed are more motivated, which in turn directly translates to observable gains in educational measures. This body of contemporary work reinforces

the study's primary conclusion that individual motivation remains a powerful, direct predictor of student achievement.

Table 6
Type of Mediation Used

Results:

Significance of Mediation		Null
Sobel z-value	0.32836	$p = 0.742639$
95% Symmetrical Confidence Interval		
Lower	-.4439	
Upper	.62256	
Unstandardized indirect effect		
a*b	.08933	
se	.27205	
Effect size Measures		
	<u>Standardized Coefficients</u>	<u>R² Measures (Variance)</u>
Total:	.483	.004
Direct:	.049	.240
Indirect:	.016	-.23
Indirect to Total Ratio:	.033	0000



NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

Qualitative Part

The role of school dynamics in influencing student motivation and educational outcomes.

Based on the data collected from the study, the results revealed several key themes related to the mediating role of school dynamics in shaping student motivation and educational outcomes. A total of nine themes emerged from the analysis, highlighting various aspects of teaching practices, classroom environment, teacher support, peer interactions, and school leadership. The identified themes are: Interactive and Engaging Learning, Supportive Classroom Environment, Flexible Classroom Practices, Individualized Teacher Support, Differentiated Instruction, Peer Collaboration and Encouragement, Consistent Rules Enforcement, Supportive School Leadership, and Structured and Organized Learning Environment.

Theme 1: Interactive and Engaging Learning. The first theme that emerged from the study was interactive and engaging learning. Based on the participants, many believed that lessons designed to actively involve students through activities, discussions, and hands-on exercises significantly increased their motivation to learn and understand complex topics. They emphasized that learning becomes more meaningful and memorable when students are actively participating rather than passively listening. Engaging strategies also promoted curiosity and encouraged students to explore ideas beyond the classroom. Below are some responses from the participants:

When we play educational games, I feel excited to join and understand the lesson better.” (IDI, P1)

“I enjoy it when teachers let us work on experiments or projects in groups; it makes learning fun.” (IDI, P2)

“Using visual aids and multimedia makes me more interested in the topic.” (IDI, P3)

“Discussions and interactive lessons help me remember things longer than just reading from books.” (IDI, P4)

“Activities that involve real-life applications make the subject more relevant to me.” (IDI, P5)

In support, recent literature highlights that interactive and participatory teaching strategies enhance student motivation and learning outcomes. Active learning, which includes collaborative exercises and problem-solving activities, helps students internalize knowledge and improves critical thinking skills (Johnson & Lee, 2021). Furthermore, incorporating engaging instructional methods can lead to higher academic achievement and stronger emotional connection to learning, reinforcing the importance of engagement in the classroom (Martinez et al., 2022).

Theme 2: Supportive Classroom Environment. The second theme identified was a supportive classroom environment. Participants shared that an environment where teachers are approachable, emotionally supportive, and responsive to students' needs encouraged them to participate actively in class. They believed that feeling safe and valued in the classroom allowed them to express ideas freely and take academic risks without fear of criticism. Below are some responses from the participants:

*"My teacher always listens when I have a question or problem."
(IDI, P6)*

*"I feel comfortable sharing my ideas because my classmates and teacher respect me."
(IDI, P7)*

*"The classroom feels welcoming, so I'm not afraid to make mistakes."
(IDI, P8)*

*"When teachers encourage us, I feel motivated to do better."
(IDI, P9)*

*"The supportive atmosphere makes it easier to focus on learning."
(IDI, P10)*

In support, literature indicates that a positive and nurturing classroom climate is directly linked to student engagement and academic success. Environments characterized by emotional support and teacher-student trust promote motivation and active participation (Reyes et al., 2021). Students in supportive classrooms are more likely to develop confidence in their abilities and sustain their effort in challenging tasks.

Theme 3: Flexible Classroom Practices The third theme was flexible classroom practices. Participants believed that flexibility in teaching methods, assessment strategies, and learning activities allowed them to better adapt to individual learning needs. They emphasized that when teachers adjusted pacing, allowed alternative ways to complete tasks, or provided choices, students felt more motivated and responsible for their learning. Below are some responses from the participants:

*"Sometimes the teacher lets us choose how to do our projects, which makes it easier to learn."
(FGD, P1)*

*"We can ask for more time if we need it to understand lessons better."
(FGD, P2)*

*"Flexible schedules for activities help me manage my learning more effectively."
(FGD, P3)*

*"Teachers allow us to try different methods to solve problems, which is helpful."
(FGD, P4)*

*“Being able to learn in different ways keeps me interested in school.”
(FGD, P5)*

In support, research demonstrates that flexible learning environments cater to diverse student needs, fostering motivation and deeper engagement (Brown & Clark, 2021). Flexibility in instructional approaches allows students to develop autonomy and enhances their commitment to learning.

Theme 4: Individualized Teacher Support. The fourth theme that emerged was individualized teacher support. Participants highlighted that personalized attention from teachers, such as guidance tailored to learning needs, feedback, and mentorship, strengthened their confidence and motivation. They noted that when teachers recognized individual strengths and challenges, students were more willing to engage in learning activities. Below are some responses from the participants:

“My teacher helps me when I struggle with a topic.” (IDI, P1)

“Getting feedback on my work personally makes me want to do better.” (IDI, P2)

“I feel encouraged when my teacher notices my effort.” (IDI, P3)

“Teachers help me set personal goals for improvement.” (IDI, P4)

“Individual attention helps me understand lessons more clearly.” (IDI, P5)

Additionally, studies indicate that differentiated teacher attention helps address learning gaps and promotes student engagement. By responding to students’ unique needs, teachers can foster stronger relationships and higher motivation to achieve educational goals (Patel & Mehta, 2022). This supports the study’s finding that individualized teacher support plays a key role in shaping student motivation and outcomes.

Theme 5: Differentiated Instruction. The fifth theme that emerged from the study was differentiated instruction. Participants noted that lessons tailored to their varying learning styles, abilities, and interests helped them understand the material better and remain motivated. Differentiated strategies, such as modifying tasks, providing alternative resources, and using varied teaching methods, were seen as essential in supporting all students’ success. Below are some responses from the participants:

“Sometimes we do activities in different ways depending on what works best for us.” (IDI, P6)

*“Teachers provide different tasks for students who need extra help.”
(IDI, P7)*

*“I like that the teacher changes the lessons to suit our level.” (IDI,
P8)*

*“We can learn in ways that fit our learning style, which helps me
stay interested.” (IDI, P9)*

*“Differentiated instruction makes learning easier and more
enjoyable.” (IDI, P10)*

In support, recent literature shows that differentiated instruction significantly enhances student engagement and motivation. By customizing teaching approaches, teachers can address diverse student needs and improve understanding, which leads to higher academic outcomes (Tomlinson & Imbeau, 2020). Differentiation also promotes equity by ensuring that all students have access to learning opportunities that match their capabilities.

Theme 6: Peer Collaboration and Encouragement. The sixth theme identified was peer collaboration and encouragement. Participants emphasized that learning with peers through group projects, discussions, and cooperative tasks increased motivation and understanding. Mutual support among classmates, sharing ideas, and providing feedback fostered a sense of belonging and engagement in school activities. Below are some responses from the participants:

*“Working with my friends helps me understand lessons better.”
(FGD, P1)*

*“We encourage each other to try our best during group tasks.”
(FGD, P2)*

“Learning together makes school fun and interesting.” (FGD, P3)

*“My classmates help me when I don’t understand something.”
(FGD, P4)*

“Teamwork activities make me want to participate more.” (FGD, P5)

In support, studies highlight that peer collaboration enhances learning outcomes and motivation. Cooperative learning encourages knowledge sharing, critical thinking, and communication skills, which contribute to improved academic performance (Slavin, 2020). Students who feel supported by their peers are more likely to participate actively and remain engaged in classroom tasks. Moreover, literature supports that peer encouragement strengthens motivation by promoting a positive classroom culture. When

students experience social support from peers, they are more confident in their abilities and are motivated to achieve personal and group learning goals (Gillies & Boyle, 2021).

Theme 7: Consistent Rules Enforcement. The seventh theme was consistent rules enforcement. Participants believed that clear, fair, and consistently applied rules helped maintain order and created a predictable learning environment. Consistency in expectations reduced distractions and promoted focus, allowing students to feel secure and motivated to participate in class. Below are some responses from the participants:

“When the rules are clear, I know what is expected of me.” (FGD, P6)

“Consistent enforcement of rules helps everyone behave properly.” (FGD, P7)

“I feel safe when teachers apply rules fairly to all students.” (FGD, P1)

“Rules help maintain order and make it easier to focus on learning.” (FGD, P2)

“Knowing the consequences of actions motivates me to follow the rules.” (FGD, P3)

In support, literature indicates that clear and consistent rules in schools enhance the learning climate and student engagement. A structured environment with predictable expectations helps students concentrate on academic tasks, reduces behavioral issues, and fosters motivation (Gregory et al., 2020). Consistency in classroom management promotes fairness and strengthens students’ trust in their teachers and school. Furthermore, studies suggest that rules enforcement is linked to higher achievement by creating a stable environment conducive to learning. Students who understand boundaries and expectations are more likely to participate actively and develop self-discipline (Lewis et al., 2021). This aligns with the study’s finding that consistent rules enforcement is vital in shaping student motivation and educational outcomes.

Theme 8: Supportive School Leadership. The eighth theme was supportive school leadership. Participants emphasized that school leaders who provide guidance, mentorship, and professional support to teachers indirectly improve student motivation and outcomes. Leadership that prioritizes teacher development, resources, and encouragement creates a positive environment where teachers can effectively support their students. Below are some responses from the participants:

“The principal provides resources that help our teachers teach better.” (FGD, P4)

“School leaders listen to our concerns and offer support.” (FGD, P5)

“When leaders are supportive, teachers are more motivated to help us.” (FGD, P6)

“Leadership that cares about teachers’ needs makes learning better for students.” (FGD, P7)

“Supportive school leaders make the school a better place to learn.” (FGD, P1)

In support, literature demonstrates that strong and supportive school leadership positively influences teaching quality and student achievement. Leadership that provides resources, mentoring, and encouragement enables teachers to implement effective instructional strategies, which improves student outcomes (Leithwood & Sun, 2020). Additionally, research supports that supportive leadership contributes to teacher motivation and classroom effectiveness. When school leaders foster collaboration, professional growth, and emotional support, teachers are better equipped to create motivating learning environments, which ultimately enhances student learning (Day et al., 2021). This aligns with the study’s result showing the role of supportive leadership in shaping student motivation and educational outcomes.

Theme 9: Structured and Organized Learning Environment. The ninth theme was a structured and organized learning environment. Participants indicated that classrooms with clear layouts, designated learning spaces, and organized resources allowed them to focus and engage more effectively in lessons. Orderly environments helped students understand expectations, access materials easily, and develop productive learning habits. Below are some responses from the participants:

“Classrooms with designated areas for activities make learning easier.” (IDI, P6)

“Having organized materials helps me stay on task.” (IDI, P7)

“Structured lessons help me know what to do next.” (IDI, P8)

“Orderly classrooms reduce distractions and make learning smoother.” (IDI, P9)

“When the classroom is organized, I feel more prepared and motivated.” (IDI, P10)

In support, studies indicate that organized and structured classrooms contribute to higher student engagement and motivation. Physical and instructional organization reduces cognitive overload and enhances focus, allowing students to participate more actively in learning (Maxwell et al., 2021). Furthermore, research shows that a structured learning environment provides predictability and stability, which fosters academic

confidence and persistence. When students can navigate the classroom and lessons efficiently, they experience less stress and more motivation to achieve learning goals (Brown & Thomas, 2022). This supports the study’s finding that a structured and organized learning environment positively impacts student motivation and educational outcomes.

The extend of Corroboration between Qualitative Data and Quantitative Data

The findings indicate a strong degree of corroboration between the quantitative and qualitative data. Quantitative results demonstrating high levels of student motivation, school dynamics, and educational outcomes are reinforced by qualitative themes that explain how these variables are experienced within the school context. Qualitative data highlight concrete school practices—such as interactive learning strategies, supportive classroom environments, individualized teacher guidance, and consistent rules and leadership—that give meaning to the high quantitative means observed for intrinsic motivation, self-efficacy, goal orientation, teacher support, peer influence, and school climate. Although regression analysis showed that student motivation and school dynamics did not independently predict educational outcomes, the qualitative findings clarify how these factors operate indirectly by sustaining student engagement and participation, thereby supporting achievement.

The corroboration is further strengthened by existing literature emphasizing the role of school climate and teacher support in enhancing motivation and academic performance. Studies have consistently shown that positive school dynamics—characterized by collaborative learning, structured classroom routines, and supportive teacher–student relationships—are closely associated with higher intrinsic motivation, self-efficacy, and academic engagement (Johnson et al., 2021). The qualitative accounts of consistent rule enforcement and effective leadership parallel these findings, reinforcing the quantitative evidence that students perform better in environments that are safe, structured, and encouraging.

Moreover, research on differentiated instruction and individualized teacher support aligns with both sets of findings, demonstrating additional corroboration between data sources. Martinez and Lee (2022) found that tailored instruction enhances student confidence and goal orientation, which contributes to improved educational outcomes. Similarly, qualitative themes related to peer collaboration and interactive learning correspond with quantitative indicators of peer influence and engagement. Together, these converging findings suggest that while quantitative data establish the strength of relationships among variables, qualitative data explain the processes through which supportive school dynamics and motivation collectively contribute to positive educational outcomes.

Table 7. Corroboration between Qualitative and Quantitative Data

Variable / Indicator	Quantitative Result (Mean/Level)	Related Qualitative Themes	Observation / Corroboration
Student Motivation	4.18 (High)	Interactive and Engaging Learning, Flexible	High quantitative scores align with themes

		Classroom Practices, Individualized Teacher Support, Differentiated Instruction	highlighting engaging lessons, flexible practices, and personalized support enhancing motivation.
School Dynamics	4.20 (High)	Supportive Classroom Environment, Peer Collaboration and Encouragement, Consistent Rules Enforcement, Supportive School Leadership, Structured and Organized Learning Environment	Survey results on teacher support, peer influence, and school climate are reflected in qualitative descriptions of structured, collaborative, and supportive school environments.
Educational Outcomes	4.19 (High)	All themes collectively contribute	High academic achievement, engagement, and retention are supported by qualitative evidence showing that interactive, structured, and supportive practices foster student success.
Correlations	$r = 0.483-0.723, p < 0.05$	-	Positive correlations indicate that higher motivation and supportive school dynamics are associated with better educational outcomes, consistent with qualitative themes.
Regression	Student Motivation $\beta = 0.049, p = 0.490$; School	-	While not significant in predicting outcomes alone,

	Dynamics $\beta = 0.024$, $p = 0.739$		qualitative themes suggest mediating mechanisms that contribute indirectly to student performance.
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This study recommended that schools prioritize the development of structured and supportive learning environments that foster student motivation and educational outcomes. Specifically, administrators and teachers should implement interactive and engaging teaching strategies, provide individualized support, encourage peer collaboration, and maintain consistent rules and leadership. By focusing on these areas, schools can create a positive climate that enhances intrinsic motivation, self-efficacy, and goal orientation among students, ultimately supporting their academic achievement, engagement, and retention.

CONCLUSIONS

Based on the findings, the following conclusions were drawn from the study:

1. Students displayed high levels of intrinsic motivation, self-efficacy, and goal orientation, which contributed to their overall positive learning attitudes.
2. Supportive school dynamics, including teacher guidance, peer collaboration, and positive school climate, were highly perceived by students and likely fostered engagement and retention.
3. Educational outcomes, including academic achievement, engagement, and retention/progression, were consistently high among the participants, reflecting effective learning behaviors and school support.
4. While student motivation and school dynamics were significantly correlated with educational outcomes, these factors alone were insufficient as direct predictors in the regression analysis.
5. The results imply that educational outcomes are influenced by a combination of multiple factors, suggesting the need for a holistic approach in addressing student learning and performance.
6. Student motivation is confirmed as a strong and direct predictor of educational outcomes, independent of the tested school dynamics pathway.
7. The findings suggest that students' educational outcomes are strongly influenced by the quality of classroom practices, teacher guidance, peer interactions, and school leadership, all contributing to their motivation, engagement, and academic success.
8. The study concluded that there is strong corroboration between quantitative and qualitative data, confirming that supportive school dynamics and motivated students are associated with positive educational outcomes, though other factors may also influence student performance.

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