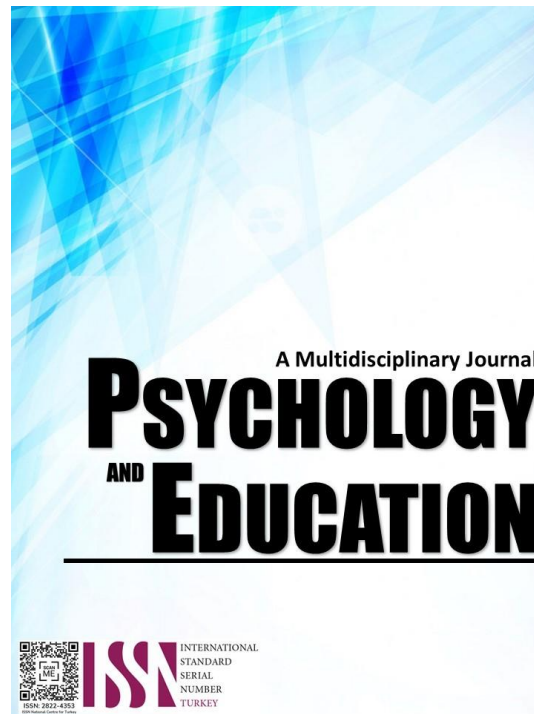


ACADEMIC VALIDATION, MOTIVATION, AND ANXIETY AMONG COLLEGE STUDENTS IN LIPA CITY COLLEGES



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Academic Validation, Motivation, and Anxiety Among College Students in Lipa City Colleges

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Abstract

Some factors influence the students' feelings of validation, motivation, and anxiety. The present study identified and assessed the respondents' level of academic validation, academic motivation, and academic anxiety. A predictive correlational research design was utilized to assess the predictive relationship of the variables of the study. Stratified random sampling was employed to select the respondents (N=219) from the Accountancy, Criminology, Education, and Nursing programs. These standardized questionnaires: the Diverse Learning Environment Scale, the Inventory of School Motivation Scale, and the Academic Anxiety Scale, were answered by the respondents, mainly those from the Accountancy program. The present study found that the college students have a high level of academic validation, academic motivation, and academic anxiety. It was also discovered that academic validation is a predictor of academic motivation and that they have a positive relationship, meaning with every increase in academic validation, there is also an increase in academic motivation. The result implies that the factors that make the students feel validated are to remain for them to stay motivated. Likewise, the study found that academic motivation is a predictor of academic anxiety but these variables have a negative relationship, wherein with every increase in academic motivation, there is a decrease in academic anxiety. The result implies that the factors that positively influence the students' motivation should remain to lessen students' anxiety.

Keywords: *academic validation, academic motivation, academic anxiety, students, teachers*

Introduction

Some of the memorable years in one's life are spent in college. For some, it meant enjoying every opportunity to socialize and attend parties, or to hone and exhibit one's talents in the arts or sports. Others devote themselves in their studies to secure a bright future and a good career. While there are those who manage to live the best of both worlds, it is undeniable that not everyone has the opportunity to attend college and experience everything it offers, in the first place. Reasons range from financial worries, pressing responsibilities one needs to prioritize more and fulfill, or learning difficulties.

Students often rely on their friends for motivation and psychosocial support, and on their teachers for inclusive learning and guidance for successful academic development. They also view the latter as mentors and sometimes, as their second parents. But since every student is encouraged to be independent in college, teachers maintain a professional boundary to facilitate an autonomous learning environment. It is particularly beneficial for the students to have a healthy relationship with their teachers because people generally struggle to adapt to an environment without social support and approval from others (Varsh, 2019); therefore, students seek or expect validation, praise, feedback, or positive reinforcement from their teachers. This is a way to satisfy their emotional needs,

boost their self-esteem, and gain assurance that they are on the right track. Feedback is also important for their growth and development as future professionals, as it is a key element for students' assessment and learning. Constant feedback significantly improves one's academic achievement as it involves providing information about aspects of understanding and performance. Effective feedback or validation assists the students in reflecting on their learning so that they can make necessary adjustments to make better progress (Feedback and reporting, 2022).

Validation is the act or process of making something officially or legally acceptable or approved. It recognizes that a person's feelings or thoughts are valid or worthwhile. Specifically, academic validation is the intentional, proactive affirmation of students by in- and out-of-class agents such as faculty, students, and academic affairs staff, to validate students as creators of knowledge and valuable members of the college learning community, as well as to foster personal development and social adjustment (Linares & Muñoz, 2011). When students receive praise, positive feedback, reinforcement, and rewards in school, they often feel accomplished or valued, and receive the boost in self-worth and assurance they need in life from academic validation. Many students claim that depending on their academic performance for encouragement motivates them to stay up at night studying or working on tasks. Despite all the pressure, everyone has different academic needs. One of them is

the academic validation provided by their teachers to ensure that their effort and pressure are worth it. Individuals may be motivated to work hard on their education if they need to be validated in their academic abilities (Estabillo, 2022). In connection to this, validated students have a higher probability of being motivated, ensuring a prosperous scholastic journey towards holistic development (Manitsa, 2016).

However, it is worth mentioning that academic validation becomes detrimental when students exhaust themselves to perfect their academic tasks, while neglecting other important aspects of their lives, such as their physical and emotional health. It is also a problem when poor grades harm students' self-esteem, particularly when they derive their worth from their academic achievements. As students strive to be the best and towards academic validation, they may put themselves up for disappointment if they fail to achieve their high aspirations. Additionally, encouraging students using academic validation to strive for excellence simultaneously causes unnecessary stress for praise and encouragement (Mandic, 2021). Despite the information supporting the importance of feedback, students are dissatisfied with the feedback they receive. They complain that they do not get enough feedback responsibly. Praise for completing a simple activity was interpreted by struggling students as an indication that their teachers had a low opinion of their abilities, causing them to lose confidence. Praising students can also be humiliating since it can entail negative connotations, such as being dubbed a "teacher's pet". Thus, this can discourage students from practicing the behaviors they were praised for (The problem with praise, 2018).

Meanwhile, motivation is one of the driving elements underlying human behavior, encouraging competition and social interaction. It also represents an individual's desire to keep striving for meaning, purpose, and a life worth living. In an academic context, academic motivation is one of the most important psychological concepts in education that encourages students to learn (Samsudeen & Mohamed, 2019, as cited in Berestova et al., 2022). It is an essential tip for learning and accomplishment, motivating students to memorize more, to exert quality effort, to attain more knowledge, and to perform remarkably in class.

Some factors contributing to students' feelings of demotivation, include: the learning atmosphere, difficulty of the lessons, problems in retaining information, inability to obtain substantial validation, and ineffective assessment. In the new online learning environment, college students are dissatisfied with

their classes and find it difficult to stay motivated as they lose meaningful interaction with their peers and teachers. In fact, a research has revealed that 79% of college students found staying motivated challenging because of that same reason, as well as their dissatisfaction with their courses (Markowitz, 2020). Likewise, 66% of Filipino college students had trouble keeping focus and motivation due to obstacles surrounding internet connectivity and finding a quiet and comfortable space to study (Cruz, 2021). Besides this, an individual's motivation for some goals may affect their motivation and ability to pursue other goals when several goals are being pursued simultaneously. This is certainly relevant for college students, who frequently struggle to manage multiple goals, including academic, pre-professional, social, and physical goals (Carnegie Mellon University, n.d.).

Furthermore, anxiety is the brain's way of reacting to stress and alerting to potential danger. The American Psychological Association specifically defined this as an emotion characterized by feelings of tension, worried thoughts, and physical change. In the educational setting, academic anxiety consists of disruptive thought patterns, physiological responses, and behaviors that will result from poor academic performance (Otten, 1991, as cited in Waring, 2014). It can include any apprehension or discomfort that students may feel about learning. Although the definition may sound negative, it is important to remember that anxiety is not always dangerous because sometimes, when students are anxious or overthinking, they may become more motivated (Dolan, 2017).

Truly, being in college is challenging since it represents a major life shift – adjusting to increasingly difficult academic tasks and increased responsibility, forming and interacting with new social groups, and planning for the future. Every student handles these challenges differently, and some students may develop anxiety issues. It is frequently misunderstood as a common feeling that comes and goes without reason and does not necessitate much additional consideration. However, for many people, anxiety is a symptom of a mental health problem that can seriously affect a person's life and is one of the most common psychological issues among college students. Students usually overthink or manifest something to be afraid of when they feel uncertain about what they are doing, and will develop overwhelming anxiety because they are unfamiliar with how being in college goes.

Academic anxiety affects 74% of university students (Aronin & Smith, 2016), negatively affecting their

learning through implications on working memory, resulting in poor academic accomplishment (Hashempour & Mehrad, 2014). Students at the tertiary level face a variety of stressors (UNESCO, 2012, as cited in Pascoe et al., 2019). Likewise, 43% of Filipino students had mental well-being problems, including anxiety, because of academic factors (Cruz, 2021), like academic or personal competitions, academic and social anxiety, and loaded academic responsibilities. It can also be specifically caused when one is to present in front of class or when they encounter strict teachers. Anxiety causes students to feel pressured, whether because they have a lot of tasks on their plate or because of the worry of how well they will be able to handle them. Nevertheless, it is common for students to feel under pressure at school because being a college student is a stressful learning stage (Imm, 2020).

Individuals' physical and mental health will benefit from personal interactions with significant others because of a good influence on their living behaviors (Holt-Lunstad et al., 2015). During the pandemic, students experienced isolation from friends, classmates, and teachers – the usual social groups that aid in learning. Students thought about the feeling of having traditional classes, such as their interaction with the school community, and the encouraging strategies teachers employ to motivate class participation. It is undeniable that the pandemic affected most people's will to live, especially the students. Online classes introduced new challenges, such as internet-related issues, balancing academic tasks and household chores, overwhelming quantity of school activities, as well as inadequate academic validation from teachers, and being academically demotivated and academically anxious.

In the present study, the target respondents were the college students of Lipa City Colleges, particularly those whose programs that typically require them to take the board examinations to practice their professions, such as Accountancy, Criminology, Education, and Nursing. These students have experienced various challenges in an online class learning set-up: limited social interactions, financial and technology-related issues, academic learning difficulties, insufficient perceived academic validation, lack of academic motivation, and academic-related anxieties. College students usually seek out academic validation seeing that the tertiary level is challenging in many ways and that it is where the students' futures heavily depend on. In particular, they seek validation because it brings a warm feeling of pride when someone, especially their teachers and guardians,

acknowledges their remarkable performance in school (Mandic, 2021). While their motivation is positively influenced by being validated by their teachers, it simultaneously negatively affects them seeing how being validated or having high grades becomes their sole measurement of academic success. It also becomes a problem for college students when they disregard other important aspects of their lives, such as their mental health, opting instead for perfectionism and a desire for validation (Price, 2021). Some have raised the issue regarding how teachers' way of validating, commending, or approving students' good behavior is affecting the students' academic behavior. Nowadays, students are driven to complete an academic task because they know their teachers will praise them when they accomplish it. When students are not recognized after doing a task correctly, they feel demotivated or lose interest in it (Morin, n.d.).

This study is supported by two theories: Achievement Motivation Theory and Expectancy-Value Theory of Anxiety. The first theory elaborates on how validation and motivation are student achievement concepts during educational activities. The second theory describes how students' motivation is influenced by anxiety and vice versa, resulting in higher levels of academic accomplishment.

Additionally, college students encounter many factors that contribute to a heightened risk for anxiety, such as sleep disturbance, loneliness, and academic factors like school stress and disengagement from studies (LeBlanc & Marques, 2019). However, the major issue that this study focused on is the challenges that students deal with in today's learning style: academic validation, academic motivation, and academic anxiety. These three become influenced by some factors that lead students to perform poorly in academic-related tasks.

Because of the abovementioned problems, this study aimed to determine the possible predictive relationship between academic validation, academic motivation, and academic anxiety among selected college students. This study is relevant to bridge the gaps between societal problems and the academic perception of every student to determine the most relevant factor that may be used as an indicator for academic change. Given the three prominent factors affecting students' academic performance, the study explored the connection of the variables in a way that may shed light on how to help the respondents. This study was crucial to discuss the underlying factor that significantly affects one's academic performance and teachers' relation to the students' holistic well-being.

This study is beneficial towards college students, specifically those who experienced academic invalidation, being academically unmotivated, and anxious. The results may potentially educate them about the influence of the variables to one another and how they can improve their academic performance. The study is also beneficial for teachers to aid them in employing effective teaching strategies thereby facilitating a holistic approach to students' academic development. As for the school administrators, the results of this study can be used for future student development programs to provide significant knowledge about academic validation, academic motivation, and academic anxiety. They may also conduct teachers' development programs to help plan and utilize effective teaching strategies and assessments to ensure quality education. Finally, the findings of the study can benefit future researchers in the field of Psychology, Education, and other related fields as this study can be utilized as a basis for other related research given how no other local research was conducted in a similar manner.

Research Questions

The study sought to investigate the academic validation, academic motivation, and academic anxiety of college students in Lipa City Colleges, and to find out whether or not these variables have predictive relationships. Specifically, it aimed to answer the following questions:

1. What is the program of the respondents?
2. What is the level of academic validation of the respondents?
3. What is the level of academic motivation of the respondents?
4. What is the level of academic anxiety of the respondents?
5. What is the possible predictive relationship between academic validation and academic motivation?
6. What is the possible predictive relationship between academic motivation and academic anxiety?

Methodology

Research Design

The present study utilized a predictive correlational research design with regression analysis. Correlation is a statistical association or relationship between

variables (Warner, 2013) and valid use of regression correlation is prediction (Cohen et al., 2003). The goal of predictive correlational design is to predict the value of one variable using the results from another variable or variables. By using measured values for the independent variables, predictive correlational research design aims to forecast the level of a dependent variable. In predictive design, its main objective is to assess a certain variable's capacity for prediction (Pandita, 2012). The data needed were obtained from survey questionnaires which provide a quantitative description of a population's attitudes or opinions by generalizing from a sample (Creswell, 2014). By describing the current situation or phenomenon, this research design permitted the researchers to present the program of the respondents, the level of academic validation, academic motivation, and academic anxiety among college students in Lipa City Colleges. This research design further allowed the researchers to assess whether or not academic validation is a predictor of academic motivation and academic motivation is a predictor of academic anxiety.

Participants

The participants of the study were college students enrolled in the following board courses: Bachelor of Science in Accountancy, Criminology, Education, and Nursing in the academic year 2022-2023. Given that the population is too big, the sample were only obtained from those enrolled in the board courses. The researchers utilized the stratified random sampling technique as this is the most appropriate method to obtain the respondents for the study. It is a technique in which researchers split a population into smaller subgroups, or strata, based on shared features of the members and then randomly choose from these subgroups to generate the final sample (Simkus, 2022). The representative sample were calculated using Raosoft from the total population of the students ($N=1,025$). With a margin of error of 0.07, confidence level of 0.93, and a response distribution of 0.50, the researchers need to recruit 145 college students. Nevertheless, the researchers had planned to send the survey to at least 200 respondents to account for discrepancies in the number of respondents specifically data anomalies, withdrawals, or invalid responses. Due to the time and situational constraints imposed by the COVID-19 pandemic, the researchers decided not to include students from other schools. After having conducted the study, 219 college students responded.

Research Instrument

A demographic data form containing the program were accomplished by the respondents of the study. Academic validation was measured using the Diverse Learning Environments instrument. Consisting of 13 items, this was derived from the pilot administration of the Diverse Learning Environments (DLE) survey conducted by the Higher Education Research Institute (HERI), created to evaluate the campus atmosphere for diversity, instructional approaches, and student learning results (Hurtado et al., 2008, as cited in Hurtado et al., 2011). By combining this scale with additional evaluation data, institutional researchers can investigate how degrees of validation influence students' college experiences and outcomes. Academic validation in the classroom and general interpersonal validation are two sub-factors on this scale, but only the 7-item academic validation in the classroom subscale will be used in this study because of its relevance. This scale is used in Hurtado et al. (2011)'s cross-cultural study and it had been determined that its Cronbach's alpha was 0.866 among students of color and 0.858 among white students, both indicating high reliability. It is scored on a 4-point Likert scale, with 1 indicating "Strongly Disagree" and 4 indicating "Strongly Agree". The verbal interpretation of this 4-point Likert Scale is Very Low in 1 (Strongly Disagree) with a mean value of 1.00-1.74; Low in 2 (Disagree) with a mean value of 1.75-2.49; High in 3 (Agree) with a mean value of 2.50-3.24; and Very High in 4 (Strongly Agree) with a mean value of 3.25-4.00.

Meanwhile, academic motivation was measured using the 34 items of the Inventory of School Motivation modified by Li et al. (2017) from the 43 items developed by McInerney et al. (1997). The Cronbach's alpha was 0.88 overall, indicating general reliability, and subscale alphas ranged from 0.58 to 0.79. This scale is divided into eight subscales: task, effort, competition, social power, affiliation, social concern, praise, and token. It was rated on a 5-point Likert scale, with 1 indicating "Strongly Disagree" and 5 indicating "Strongly Agree". The verbal interpretation of this 5-point Likert Scale is Very Low in 1 (Strongly Disagree) with a mean value of 1.00-1.79; Low in 2 (Disagree) with a mean value of 1.80-2.59; Moderate in 3 (Neutral) with a mean value of 2.60-3.39; High in 4 (Agree) with a mean value of 3.40-4.19; and Very High in 5 (Strongly Agree) with a mean value of 4.20-5.00.

As for academic anxiety, this was measured using the 11-item academic anxiety scale, which was modified by Cassady et al. (2019) from the 20 items developed by Cassady (2010). This scale represents various

concerns and fears in academic settings and situations. The reliability estimates for the final 11-item scale were high, with Cronbach's alpha of .90. It was rated on a 4-point Likert scale, with 1 being the "Not at all typical of me" and 4 being the "Very typical of me". The verbal interpretation of this 4-point Likert Scale is Very Low in 1 (Not at all typical of me) with a mean value of 1.00-1.74; Low in 2 (Somewhat typical of me) with a mean value of 1.75-2.49; High in 3 (Quite typical of me) with a mean value of 2.50-3.24; and Very High in 4 (Very typical of me) with a mean value of 3.25-4.00.

Procedure

The researchers prepared the necessary documents, such as the formal letters and informed consent, which was signed and approved by their research adviser, research teacher, and college dean. The letters accompanied by the research questionnaires were addressed and sent to Lipa City Colleges' Vice-President for Academic Affairs and to the Dean of College of Business Education and Accountancy, College of Criminology, College of Education, and College of Nursing to ask for their permission and approval to conduct the present study which involves their students. Lastly, the researchers acquired permission from their research teacher and adviser to begin the data gathering process. As for the questionnaire, it was encoded into Google forms with the invitation letter and informed consent stating that respondents may either agree to participate or not. After receiving permission, the researchers worked collaboratively with the department's secretary or deans to help them disseminate the Google form links to the target respondents.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was utilized to analyze the present study. To ensure the reliability of the analyses and its interpretations, the researchers made use of a (1) frequency distribution table, which presented the actual distribution of the respondents' demographic profile in frequency format; (2) percentage, which determined the relative position of the respondents; (3) ranking, which is the ordinal number of a value that was arranged in a specified order; (4) weighted mean, which is an average that is calculated by assigning various weights to certain of the individual variables; and (5) regression analysis, which is used to estimate the associations between a dependent variable and one or more independent variables, and can further be used to model future correlations between variables and assess how strongly

two variables are related. These statistical techniques described the respondents' program, the level of academic validation, academic motivation, and academic anxiety.

Ethical Consideration

Ethical considerations were prioritized in dealing with the respondents. The researchers discussed the rights of the respondents through the letter and informed consent that they were sent online. The researchers' contact details were provided so the respondents of the study can reach out for any queries or clarifications regarding the study and their participation. Participation in this study was of their own free volition, and they were not, in any way, coerced nor intimidated to participate. The researchers made sure that no harm ever came the respondents' way while they participated in the study. They were also allowed to withdraw their participation from the study anytime. More importantly, they assured that possible withdrawal would not have any repercussions nor consequences. In accordance with the Data Privacy Act of 2012, which aimed to protect all types of information, whether private, personal, or confidential, the researchers kept their anonymity and the confidentiality of the information gathered from them. They also enjoyed the right to privacy, which allowed them to withhold information they do not want to share, such as their names. Finally, the researchers informed the respondents that their data were only to be used for the study's purpose and would only be accessed by the researchers themselves. After conducting the research study, the data were properly discarded.

Results and Discussion

Table 1. *Program of the respondents*

<i>Program</i>	<i>F</i>	<i>%</i>	<i>Rank</i>
Accountancy	58	26.5%	1
Criminology	50	22.8%	4
Education	55	25.1%	3
Nursing	56	25.6%	2
TOTAL	219	100%	

Table 1 shows the program of the respondents. As shown, majority of the respondents are currently enrolled in the Accountancy Program with a frequency

count of 58 and a corresponding percentage of 26.5%. There is a total of 56 (25.6%) respondents enrolled in Nursing Program which has the second highest number of respondents while another 55 (25.1%) respondents are enrolled in Education Program and another 50 (22.8%) respondents are enrolled in Criminology. In total, there were 219 respondents who are enrolled in four different programs.

Table 2. *Level of academic validation of the respondents*

<i>Statements</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
Instructors were able to determine my level of understanding of the course materials.	3.24	High	5.5
Instructors provided me with feedback that helped me judge my progress.	3.25	Very High	3.5
I feel like my contributions were value in class	3.25	Very High	3.5
Instructors encouraged me to meet with them after or outside of class.	2.71	High	7
Instructors encouraged me to asks questions and participate in discussion.	3.48	Very High	1
Instructors showed concern about my progress.	3.24	High	5.5
Faculty empower me to learn here.	3.29	Very High	2
Grand Mean	3.21	High	

Table 2 exhibits the level of academic validation of the Accountancy, Nursing, Criminology, and Education students in Lipa City Colleges, which were found to have high academic validation. Bearing the verbal interpretation of "High" and a grand mean of 3.21, the said students are academically validated when they are encouraged to asks questions and participate in discussion (WM=3.48); when their contributions were valued in class (WM=3.25); when their instructors provided them feedback (WM=3.25) and shows concern about their progress (WM=3.24); when instructors were able to determine their level of understanding (WM=3.24); and when their instructors encourage them to meet outside of class (WM=2.71). Additionally, the item "Instructors encouraged me to ask questions and participate in the discussion" obtained the highest weighted mean of 3.48 and a verbal interpretation of "Very High". This experience significantly increases their participation, as validation is an evident factor that boosts their academic performance. Validation increases their willingness to participate in class, resulting in increased academic

achievement. They are confident to ask and answer the instructor's questions without hesitation since they are encouraged to do so. For instance, student involvement and academic success has a substantial and comparatively robust association. According to the proposed mechanism underlying these relationships, student engagement encourages academic achievement, which in turn encourages students to engage in learning activities, creating a virtuous cycle of learning (Crossan et al., 2003; Zhu, 2010; Waschle et al., 2014; Lei et al., 2015, as cited in Lei et al., 2018).

Student participation occurs in an interactive discussion between the teachers and students wherein interactive discussion is a learning strategy that emphasizes and depends on a hands-on approach from them. It is concerned with ensuring that students are engaged and active participants in a guided social learning process supervised by the teacher. Effective participation is one of the factors that most impact the instructional process's effectiveness. An indication of a student's level of active engagement in classroom learning activities is their effective participation in the classroom (Tasgin & Tunc, 2018). Teachers add engagement triggers and interrupt the lecture at least once every class to engage students in an activity that allows them to work directly with the topic. The engagement triggers catch and keep students' attention, and the interactive lecture tactics allow them to apply what they have learned or provide context for forthcoming lecture topics (Starting Point, 2018). Interactive discussions allow the students to learn through interaction with their teachers and classmates. Students learn through the sharing of information inside the class because teachers encourage students to participate in this type of discussion. Through this, teachers can also freely give appropriate validation to their students, resulting in increased student engagement.

Furthermore, students feel academically validated when encouraged to learn (WM=3.29). One of the most effective techniques a teacher can employ is encouragement. It is frequently the key to unleashing a student's unrealized potential. Encouragement may help students succeed through words and actions. Students frequently absorb encouraging remarks and behaviors, which might inspire them to achieve. Even the difference between a student finishing their education and giving up on themselves may be attributed to encouragement (Kentwood, n.d.). According to recent research by the University of Cambridge in the United Kingdom, students who receive encouragement from their teachers are more

likely to continue their education than students who do not receive the same support (Iasevoli, 2017). Letting the students participate in class is a way to encourage them to learn. Another crucial factor in ensuring that students participate effectively in class is the encouraging role that teachers play wherein they work hard to encourage the students. Occasionally, withdrawn or introverted students do not participate fully in class. The teachers need to praise and reward such students for their good behavior. Such students should be given the opportunity, and activities should be planned to consider their preferences and requirements. A healthy teacher-student connection positively impacts students' engagement and motivation (Tasgin & Tunc, 2018). Giving verbal praise or feedback to students who progress during their educational journey is an excellent approach to encourage them.

Moreover, students are also validated when they feel their contribution is valued (WM=3.25). When students' work is appreciated or the teachers give them positive feedback or praise, they feel a sense of validation. They are motivated to do their best because their efforts are recognized. Praise may enhance motivation and make them feel better. It may encourage students to learn more, cooperate better, and be more persistent. According to one study, people react to social approval in a manner that is similar to how they react to monetary rewards. Praise is satisfying, and some compliments might have positive results. Similar to this, there is proof that process praise may be motivating. If done properly, this kind of encouragement can encourage students to continue working on challenging assignments. Process praise may also create the most important success attitude: the notion that they can better ourselves through hard work (Kelley et al., 2000; Henderlong & Lepper, 2002; Gunderson et al., 2013; Bhangi & Delgado, 2015; Gunderson et al., 2018a; Gunderson et al., 2018b, as cited in Dewar, 2019). The existing study has shown that student recognition impacts students' motivation, self-efficacy, and degree of effort. Students with poor academic performance improve after receiving an acknowledgment. Students exert greater effort to accomplish higher academic goals in response to being recognized. It has been quantifiably demonstrated that rewarding students for their great effort influence their learning outcomes and accomplishments as assessed by course completion, on-time performance, and good academic development. Recognized students about dropping out of school stay enrolled and committed to finishing their degrees. They are motivated and inspired to keep working hard by the encouragement to keep

performing well. After receiving praise for their achievements, lower-performing kids perform better (Bliven, 2021).

In addition, giving the students feedback helped them judge their progress (WM=3.25). Effective feedback for students is important for their learning and success. Frequent, constructive, and informative teacher feedback helps close the achievement gap between present and desired student results (NSW Government, 2022). Effective feedback is intended to assess a learner's comprehension and skill development level to plan the next steps toward reaching the learning objectives or goals. It allows students to reflect on their learning and practices, allowing them to make changes to improve their learning. Giving regular and continual feedback is an important way to improve learning performance. It entails the dissemination of information regarding elements of comprehension and performance and can be provided by practitioners, peers, oneself, or learners to practitioners (Victoria State Government, 2022). In order to increase students' knowledge and abilities, feedback is widely considered a crucial component. Students can alter their thinking in inquiry, investigation, and creativity when given feedback and pushed to think in new ways. Effective feedback positively impacts student achievement and motivates their learning since it communicates with students about improving their work (Jung et al., 2015).

Nevertheless, giving the students feedback is also a way of showing concern for their progress (WM=3.24). The feedback that the teachers give is only sometimes positive, and some are constructive criticism that can help improve the students' learning progress. It is believed that constructive criticism is an essential tool for teaching students to identify their mistakes, draw lessons from them, and avoid making the same mistakes again shortly (Wulandari & Anugerahwati, 2021). One of the best methods to help students when they make a mistake is to give them constructive criticism and exhort them to learn from it. Correcting students may be damaging if done carelessly. On the other hand, it may damage the crucial part of the educational process, which is the interaction between the teacher and the students (Natalie, 2022). Giving students negative feedback instead of constructive criticism may inflict harm on the learning progress of the students. Negative feedback suggests that an action or task was improperly carried out, necessitating a behavior change. Emotional responses to feedback may be favorable or unfavorable. The need to take into account students' emotional reactions to feedback is

becoming more and more crucial. Feedback from teachers or supervisors can elicit emotional reactions in the recipients, which can have an adverse effect on performance and even motivate counterproductive conduct (Kim & Lee, 2019).

Likewise, through interactive discussions, instructors can determine the student's understanding of the course material (WM=3.24). Suppose teachers determine the level of understanding of their students. In that case, they will be able to explain the course material excellently, and students will be able to comprehend how the teachers delivered the topic. Determining their level of understanding is letting them know about their progress. Knowing their progress will motivate them to improve their work and academic achievement. An article from Reach Out (2022) stated that the more teachers know about their students as learners, including their interests, limitations, and talents, the simpler it will be to help them succeed academically.

Lastly, the student-teacher relationship is one of the most important aspects that can affect the student's academic achievement. Students agreed that they feel validated when instructors encourage them to meet outside class (WM=2.71). Students spend an average of six and a half hours every day in school for 180 days per year. As a result, it is not surprising that teachers have tremendous influence over their students. This influence, or power, may impact the learning environment, influencing a student's academic progress. Teachers' most potent weapon when fostering a healthy learning environment is a strong relationship with their students (Boynton & Boynton, 2005, as cited in Varga, 2017).

Therefore, findings revealed that the level of academic validation of Accountancy, Criminology, Nursing, and Education students were high which garnered a grand mean of 3.21. College students at Lipa City Colleges receive sufficient academic validation from their teachers. This can be in many forms; feedback and physical rewards from their teachers are not just how students can be validated. This can be portrayed by showing concern for the students' progress or through encouragement. Higher levels of validation are positively related to students' intent to persist and their sense of integration. These results suggest that teachers must continue and improve the validation they give to their students to enhance students' academic achievement in school.

Table 3. Level of academic motivation of the respondents

<i>SUBSCALES Of ACADEMIC MOTIVATION</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
Task			
I like to see that I am improving in my schoolwork	4.68	Very High	1
I need to know that I am getting somewhere with my schoolwork	4.43	Very High	3
I try harder with interesting schoolwork	4.45	Very High	2
COMPOSITE MEAN	4.52	Very High	
Effort			
I don't mind working a long time at schoolwork that I find interesting	4.07	High	7
I try hard to make sure that I am good at my schoolwork	4.33	Very High	4
When I am improving in my schoolwork, I try even harder	4.42	Very High	2
The harder the problem, the harder I try	4.16	High	6
I try hard at school because I am interested in my work	4.25	Very High	5
I work hard to try to understand new things at school	4.36	Very High	3
I am always trying to do better in my school work	4.46	Very High	1
COMPOSITE MEAN	4.29	Very High	

Competition			
Coming first is very important to me	3.13	Moderate	2
I want to do better than my friends in class	2.61	Moderate	5
I work harder if I'm trying to be better than others	3.15	Moderate	1
I want to do well at school to be better than my classmates	2.75	Moderate	3
I am only happy when I am one of the best in class	2.63	Moderate	4
COMPOSITE MEAN	2.85	Moderate	
Social Power			
I work hard at school so that I will be put in charge of a group	2.79	Moderate	2.5
At school, I like being in charge of a group	2.82	Moderate	1
It is very important for me to be a group leader	2.71	Moderate	4
I often try to be the leader of a group	2.79	Moderate	2.5
COMPOSITE MEAN	2.78	Moderate	
Affiliation			
I do my best work at school when I am working with others	4.17	High	2
I try to work with friends as much as possible at school	4.18	High	1
I prefer to work with other people at school rather than alone	3.64	High	3
COMPOSITE MEAN	4.00	High	
Social Concern			
It is very important for students to help each other at school	4.05	High	1
I like to help other students do well at school	3.98	High	2
I care about other people at school	3.62	High	4
I enjoy helping others with their schoolwork even if I don't do so well myself	3.82	High	3
COMPOSITE MEAN	3.87	High	

Praise			
Praise from my teachers for my good schoolwork is important to me	4.05	High	2
Praise from my friends for good schoolwork is important to me	3.98	High	3
At school, I work best when I am praise	3.62	High	5
I want to be praised for my good schoolwork	3.82	High	4
Praise from my parents for good schoolwork is important to me	4.27	Very High	1
COMPOSITE MEAN	3.95	High	
Token			
I work best in class when I can get some kind of reward	3.47	High	2
Getting a reward for my good schoolwork is important to me	3.35	Moderate	3
Getting merit certificates helps me work harder at school	3.80	High	1
COMPOSITE MEAN	3.54	High	
GRAND MEAN	3.79	High	

Table 3 exhibits the level of academic motivation of college students at Lipa City Colleges. These students have discovered that they are motivated by different factors at varying frequencies. For instance, their most utilized factor is Task which garnered a composite mean of 4.52 with a verbal interpretation of "Very High". College students feel motivated when they know that their academic tasks will yield better results. They feel motivated to do a task because they know that if they are working hard, they feel that they are really improving from what they used to be. And once they gain better task results, they might satisfy their feelings and become motivated to do more. This explains why the item "I like to see that I am improving in my schoolwork" garnered the highest weighted mean (WM=4.68). To support this claim, the students must receive feedback or comments on what is going on with their schoolwork to be motivated. Concerning feelings of competence towards college or one's ability to test well, performance goals can enhance intrinsic motivation. Performance goals can also foster competence in students because they are more likely to think of the value of their work, making them work harder (Trevino & DeFreitas, 2014).

On the other hand, putting an effort towards the things that students want to achieve in school is very

important for them, which is why the students strongly agreed that they are always trying to do better in their schoolwork, garnering a weighted mean of 4.46. This helps students to be motivated especially if they want to do better in school. They want to feel that their effort is worth it if they see that they are being successful or get better with their schoolwork. However, students only agreed that they do not mind working a long time at schoolwork that they find interesting, which garnered the lowest weighted mean (WM=4.07). This can be attributed to how they have other things that keep them busy so sometimes, they do not take long to work out something even though they think it is interesting. Nevertheless, there are also some students who, when they are interested in what they are doing, do not think about working for a long period because that makes them motivated. They find motivation to do when the things they are doing are of interest to them. To support the findings, intrinsically motivated behaviors are those that derive from interest, thus, are performed for pure pleasure and desire. They are self-determined and require no maintenance of reinforcements or rewards (Deci & Ryan, 2000, as cited in Ozsoy, 2012).

Meanwhile, affiliation is very important for the students in building a good relationship with their colleagues, and it garnered the third highest composite mean (CM=4.00). College students at Lipa City Colleges strongly agreed that they try to work with their friends as much as possible at school, which garnered the highest weighted mean (WM=4.18). Friends are important companions of every student wherein they become more interested in doing things if they are with their friends. Students prefer to be able to study properly if they do it with their friends, especially if they have a similar interest in studying. Students become motivated if their friends surround them because sometimes, whether they admit it or not, they draw the courage to do things successfully from them. In addition, students agreed that they prefer to work with other people at school rather than alone (WM=3.64), which garnered the lowest weighted mean. Truly, friends have a big impact on the students when it comes to academics. Still, working with others, such as classmates or groupmates, motivates them because they share similar circumstances and work towards one goal, so students would rather work with them than alone. Students with a high need for affiliation will automatically fit well into any group setting. They will be more adaptive and will not try to stand out, be the leader, or be different. People will call them the group's glue because they think everyone's good. Being the middle man comes naturally to them as they know how to consider

everyone's needs and wants and ensure everyone's getting along well (Lombarts, 2021). Thus, positive relationships in the classroom can serve as powerful motivators for learning and engagement because they fulfill a basic human need to belong.

On the other hand, bearing the verbal interpretation of "High" and a composite mean of 3.95, students are also motivated when they are praised by the people around them. This would explain why the item "Praise from my parents (WM=4.27), teachers (WM=4.05), and friends (WM=3.98) for my good schoolwork is important to me". Being praised is one of the best sources of students for being motivated to learn and do more. This can cause students to continue their excellent work in learning, where they are motivated every time they receive praise. Being praised is a form of validation in which students are validated for their good schoolwork. And because of these findings, there is a connection between validation and motivation because to feel motivated, there is a need for validation like that of praising the students. In relation to this, praise or encouragement increases the student's chances of being motivated to complete the work or comply with the teacher's behavioral expectations (Partin et al., 2009; Musti-Rao & Haydon, 2011, as cited in Soto, 2014). Likewise, students agreed that they want to be praised for their good schoolwork (WM=3.82), and that they work best when they are being praised at school (WM=3.62). Praise has something to do with the motivation of students. It is a fundamental basis of support for effective student presentation and an essential and influential aspect of instruction in educational psychology. It is a remarkable approach for involving students in the learning process, and praising them in class enhances students' motivation and behavior. Praising typically rewards students who repeat outstanding behaviors or give better performances. Undoubtedly, the reward is a form of gratitude for the student's work, which can be expressed by framing praise statements as expressions of educational response and feedback rather than appraisal and assessment. Since regulatory types are prone to questioning incentives, verbal rewards should be explanatory and given voluntarily. It has also been demonstrated that praise encourages students to feel superior and confident in their fears (Deci et al., 2001; Brophy, 2004; Guilloteaux & Dornyei, 2008, as cited in Sun, 2021).

Moreover, the social concern is one of the students' motivations, which garnered a composite mean of 3.87. It is familiar to students who care about others and form close ties to and cooperate with others. Helping each other at school is one of the best things a

student can do and it makes them more motivated in school. Students nowadays are helpful to one another in terms of academics. In fact, in a peer learning group, students can search for, collect, review, analyze and apply their knowledge per their capacity. They will then engage each other intellectually, debate each other's views, reaching an agreement or a disagreement (New Delhi, 2018). Undoubtedly, the students agreed that it is very important for them to help each other at school, which garnered a mean of 4.05, and that they cared about other people at school, which garnered the lowest weighted mean (WM=3.62). Some students have a mindset of helping each other, which makes them feel motivated. Some students share their knowledge with those who lack it because they are happy seeing that they can help those in need. To support these claims, assisting other students to learn is a powerful classroom technique. Collaborative learning uses this approach to achieve content-focused and process-oriented goals, which are essential for college learning success. Research shows that cooperative learning improves students' achievement, persistence, and attitudes. This further increases motivation and helps students take responsibility for their own and their peers' learning (King, 2020).

Recognizing the students through some rewards or certificates for their good schoolwork makes them feel motivated; this is why the token got a composite mean of 3.54 and was verbally interpreted "Agree". Recognizing, giving rewards, or certificates are connected to being validated because if the students get some of these as recognition, they feel validated for their good behavior or schoolwork and, at the same time, become motivated to strive more or do their best. That is why students agreed with the statements "Getting merit certificates helps me work harder at school" (WM=3.80) and "I work best in class when I can get some kind of reward" (WM=3.47). Giving rewards or certificates plays an important role in the student's motivation. Successful students are happy students, and teachers may use a reward system to have a classroom of happy students. By offering rewards, students will be encouraged to be productive in learning at home and school. Rewards tend to create a feeling of pride and achievement among students, thus motivating them to be more productive (Mills, 2017). On the other hand, they are neutral in the statement, "Getting a reward for my good schoolwork is important to me" (WM=3.35). Some students give importance to getting rewards, but some are neutral regarding it. It could be because their teachers have high standards when it comes to academic performance. Students do their best, and if it is not

worth rewarding or recognizing, they are just okay because they know to themselves that they are just doing their best. In line with this, students should not get addicted to seeking rewards. They have to work because of intrinsic motivation. As students succeed in a class, they can learn to be motivated by their achievements (Renard, 2017).

Meanwhile, bearing the composite mean of 2.85, college students are neutral when motivated by competition. In college, competition is not necessary for most of the students; however, some are very competitive in terms of academic tasks to the point that they become independent students and seem to live in their own worlds. College students nowadays emphasize helping or collaborating rather than competing with each other. In contrast, competition has a motivational effect on some students (Kilduff, 2014) but based on the result, they are neutral in the statement, "I work harder if I'm trying to be better than others," which garnered a weighted mean of 3.15. There may be some competitiveness among the students, but on the other hand, there is also a side of them in which helping each other is the better, more opted-for option. This means that they try harder if they want to be better than others, but it does not mean that they are competing; it simply means that they want their effort to be recognized to the point that they become better than others. However, the least weighted mean is "I want to do better than my friends in school" (WM=2.61), which shows that students are neutral with it since they are friends, to begin with. They avoid competition with each other, but, as a student, there is a healthy competition wherein they think that the effort they put into their studies will yield good results to the point that they become ahead or better than their friends. Competition is still a competition, but students should maintain a healthy one with their friends. This may lead to an invaluable connectedness in the relationship because they are helping each other grow if your competition with a friend centers around a positive change for both of you. However, it can enter into harmful territory if one friend starts to feel jealous of the other's success to the point where outdoing the friend becomes more important to them than the friend achieving their goals (Page, 2017).

The least factor that students become motivated is social power which garnered the lowest composite mean of 2.78 and was verbally interpreted as Neutral. Social power, which means the ability to influence others, resulted in college students of Lipa City Colleges being neutral when it comes to motivation. Students do not agree that they are motivated if they

are in charge of a group (WM=2.82). Instead, they are more likely to become motivated if they just become a group member and not the one who leads. The result is neutral because there is still an urge to lead, and they see it in a positive light because they feel that it makes the group better. In line with this, they are also neutral in the statements "I work hard at school so that I will be put charge of a group" (WM=2.79); "I often try to be the leader of a group" (WM=2.79); and "It is very important for me to be a group leader" (WM=2.71). Students see the positive and negative sides of becoming a leader of a group, which is why they answered neutrally. It may depend on the members they are with or the tasks they need to accomplish as a group. It is said that class leaders have more exposure to teachers and fellow students, whom they must motivate as part of their responsibilities (Anderson & Lu, 2017).

In general, the level of academic motivation of college students at Lipa City Colleges is high which obtained a grand mean of 3.79, meaning they are motivated because of such factors. In support of this, it is expected that a student who wants to move to a better status than their current one will have a higher motivation in academic settings. Therefore, it is expected that students at the center of education and training activities will reach a better status in their profession; that is, their career achievement and motivation will increase. Highly motivated students are expected to make more effort to increase their academic and social achievement in their learning process. Thus, students should have a high career and academic motivation in terms of university education (Koyuncuoğlu, 2021).

Table 4. *Level of academic anxiety of the respondents*

<i>Statements</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
I often worry that my best is not as good as expected in school	3.17	High	1
I tend to put off doing school work because it stresses me	2.68	High	6
I often worry that I am not doing assignments properly	3.08	High	2
I am less confident about school than my classmates	2.74	High	5
I have a sense of dread when I am in my classrooms	2.53	High	10
I tend to find my instructors intimidating	2.51	High	11
I spend much of my time at school worrying about what is next.	2.77	High	4
There is something about school that scares me	2.58	High	8.5
I'm concerned about what my classmates think about my abilities	2.90	High	3
I often feel sick when I need to work on a major class assignment	2.58	High	8.5
I have a hard time handling school responsibilities	2.63	High	7
Grand Mean	2.74	High	

Table 4 exhibits the level of academic anxiety of college students at Lipa City Colleges. Worrying often results in anxiety, thus the statement "I often worry that my best is not as good as expected in school" got the highest weighted mean (WM=3.17). Students are more likely to feel unmotivated if they do not reach the things that they want, and it causes them to worry. Even if they receive positive validation, they feel that more is needed because they did not achieve what they wanted. Additionally, students in attainable-focused environments are likely to score lower grades with a

sense of failure and more insufficient self-assurance because they consider themselves failures, find the world unfair, and have future uncertainties. Furthermore, students with low self-esteem are rigid to take on challenging assignments and projects, damaging their educational careers (Deng et al., 2022). In addition, the statement "I often worry that I am not doing assignments properly" (WM=3.08) is typical of the students because they think about the possible feedback they may receive from their teacher or what scores they will possibly get. This causes them to feel anxious about what their teachers will comment on their activities. The students are always doing their best on their assignments because they want to receive validation from the teachers, which motivates them to do well. It has been shown that homework can negatively impact students' academic achievement, especially if they are grade-conscious (Vatterott, 2009; Dueck, 2014, as cited in Huisman, 2016).

Moreover, being concerned about what classmates think about their abilities (WM=2.90) can cause anxiety because the respondents answered that it is typical of them. Students feel they need to be more motivated to do well because they think their classmates are unhappy with what they do. They only want validation from their classmates, so they do not feel anxious. Likewise, spending much time at school worrying about what is next (WM=2.77) becomes a factor in why the students become anxious. The students have many things to do and they start to worry on how they will finish their other activities. They feel they need to be more motivated after class and try to figure out what they need to do. They attempt to relax, but even if they try, they cannot stop thinking about their studies. In line with this, Yasmin et al. (2020) stated that some individuals are tormented by educational stress and cannot spend time alone. Even though it seems manageable, if it is not settled, it will adversely affect the student's performance. It is not just the physical presence in the educational institution but also the pre-and post- time of studies needed to gear up for and travel to the colleges and back home. So, it is imperative to understand the reasons for stress among students and its impact on their effective learning.

Likewise, the students claimed that they typically feel less confident about school than their classmates (WM=2.74). Students may have social anxiety and encounter different people at school, but if they always think that other people have comments about their behavior, it impacts them. They feel unmotivated because of possible criticism they might receive from other people and it will cause a feeling of anxiousness

for them. In addition, students' lack of self-confidence can cause students' lack of motivation which, as a result, can cause education to become compulsory and make students show a negative attitude towards learning (Palavan, 2017, as cited in Akbari & Sahibzada, 2020). Similarly, students tend to put off doing school work because it stresses them out (WM=2.68). Students doing this, especially if they are really stressed about an activity, are not motivated to do an activity because they feel tired and even if they cheer up someone, there is no effect on them because they are mentally tired. As a result, whenever they try to do their activity, it will not be as good as they expect. Truly, stress can negatively affect a student's academic performance, so students need to learn to manage it in order to overcome its negative effects (Mushtaq & Khan, 2012, as cited in Brobbey, 2021).

Meanwhile, students have a hard time handling school responsibilities (WM=2.63) because some feel demotivated to do school work, and if they need to submit, they feel anxious. If the students are not motivated, they do not have time management, and sometimes, if they do not feel the support of their classmates and teacher, it is hard for them to work. Students' non-cognitive personal behavior perspective regarding time management is also an effective predictor of educational achievement. Poor time management skills make it difficult for students to plan their studies which then causes anxiety and agitation (Scherer et al., 2017, as cited in Alyami et al., 2021). Additionally, an article stated that a key component of a successful time management plan is good scheduling. If a person sets the wrong priorities and pays some attention to activities that have little to no relation to their goals, people cannot effectively manage their time and attention. Even if they have mastered the art of setting priorities, it is still insufficient because a never-ending flow of difficult tasks can lead to anxiety, tension, sadness, and burnout (Dierdorff, 2020).

As anxiety occurs, something about school scares students (WM=2.58), and they often feel sick when they need to work on a major class assignment (WM=2.58). Students feel anxious about what compliment they will receive, and sometimes they need more motivation to go to school. This is also because the major subject is too hard and the student feels nervous and does not feel well, causing them to be demotivated to do their assignment. Fear is an unpleasant emotion that occurs in response to a consciously recognized source of danger. When faced with fear, the responses include hormonal, physiological, and mental changes ranging from

moderate to extreme. These fear responses will affect the individual's adjustment to the situation where fear is experienced (Schachter & McCauley, 1988; Guillemette, 2012, as cited in Jameson, 2013). Perry (2013) points out that the brain is in a state of 'fear-related activation' during a threatening event which consequently activates adaptive changes in emotional, behavioral, and cognitive functioning for survival mode. In relation to this, feeling a sense of dread when the students are in their classroom (WM=2.53) is a factor in anxiety. It happens only sometimes in a classroom. However, others experience this because they are afraid to invalidate their feelings and are not comfortable in crowded places, so they are not motivated to do what they want. This could seem inconsequential to many, but to those experiencing it, this fear or worry can manifest in dread, tension, or being overly cautious. It might present as symptoms like an upset stomach, diarrhea, shortness of breath, fatigue, and insomnia. While moderate levels of anxiety can motivate students, high levels can be debilitating and counterproductive to academic achievement (Seipp, 1991; Brook & Willoughby, 2015, as cited in Baepler, 2021).

Finally, the statement that obtained a least weighted mean was "I tend to find my instructors intimidating" (WM=2.51). Students receive validation from the teacher, and they find them approachable. Therefore, they do not see the teachers as intimidating. It means that if the teachers validate their students, it makes them lessen possible thoughts of intimidation. Maybe some students are afraid or shy if their teacher looks at them, and they think about what comment will be given by the teacher, whether it is good or bad to get motivated. Thus, giving validation to the students, such as effective praise, positive feedback, or compliment, can positively impact student-teacher relationships, engagement, motivation, and student behavior (Teacher praise, 2018). A study examined students' experiences of exposure to various types of negative actions by teachers. Almost half of the students stated that they almost immediately lost the desire to attend school and developed a hatred for the school. Just under 40% developed low self-esteem, and for a third, the negative actions led them to self-blame. However, it is interesting to note that negative treatment from teachers led to well over half of the students learning to stand up for themselves and being motivated to work harder. At the same time, the study showed that in the long term, most students experienced relationships with teachers as poor. Their perceptions of school developed negatively and harmed their life in general (Fromuth et al., 2015, as cited in Gusfre et al., 2022).

Academic anxiety is the most common response when students are questioned about their emotional experiences at school. It can be induced by various causes, including the pressure to succeed and the fear of failing. Many students suffer anxiety during tests and while studying, doing course assignments, and in-class (Pekrun et al., 2002; Stober, 2004, as cited in Strack et al., 2017). It is a broad concept that encompasses worries about typical educational activities. Primary components include fear of performing poorly compared to classmates, anxiety over handling obligations, and classroom stress. It has generally been proposed as a generalized form of various specific forms of anxiety in school settings (Cassady, 2010, as cited in Cassady et al., 2019). Therefore, the findings revealed that the level of academic anxiety of the college students of Lipa City Colleges is high in which they felt anxious in their academics. The result was supported by Mahato and Jangir (2012), who found that most of today's students have incredibly high levels of academic anxiety, which can have catastrophic and long-term consequences for students' physical and mental health. They also suggested that parents and teachers work with school guidance counselors to build a plan for their children's growth. Encouragement, inspiration, and motivation at the right moment are essential, and teachers and parents should use them effectively.

Table 5. *Model summary table of dependent and independent variable*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.501 ^a	.251	.247	.38295

As shown in Table 5, there is a moderate positive correlation between the independent variable (predictor) "academic validation" and the dependent variable "academic motivation", among the respondents as represented by $R=.501$. R-square (R^2) which has a value of 0.251, indicates that 25.1% of the total variation in the dependent variable (level of motivation) is caused by the variation of assessment in the level of academic validation.

Table 5.1. *ANOVA table*

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1 Regression	10.640	1	10.640	72.550	.000 ^b
Residual	31.824	217	.147		
Total	42.464	218			

Using the ANOVA Table presented by table 5.1, it can be seen that regression model predicts the dependent variable (academic motivation) significantly high. ($F(1, 217) = 72.5$, $p\text{-value} < 0.01$).

Table 5.2. *Coefficient table*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficient</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	2.113	.198		10.645	.000
Academic Validation	.523	.061	.501	8.518	.000

Using the unstandardized Beta coefficient, the regression equation is equal to: Academic motivation = $2.113 + .523$ (academic validation) Table 5.2 shows that for every unit increase in the level of academic validation, there is 0.523 increase in the level of academic motivation of learners. It shows that the students' academic validation affects 25.1% of their academic motivation. The respondents are motivated because of the academic validation they receive, wherein they appreciate what is happening inside the classroom. It shows that students are motivated to learn. If something good happens in the classroom, they take it more deeply than those who are not motivated. Concerning this, a student who is linked to a specific task or conditional behavior, praise or encouragement increases the student's chances of being motivated to complete the work or comply with the teacher's behavioral expectations (Partin et al., 2009; Musti-Rao & Haydon, 2011, as cited in Soto, 2014). Therefore, to maintain motivation, it is essential to vary the types of positive reinforcements students receive and identify positive reinforcements like praise and nonverbal communication with the help of students. Motivation does not require material prizes or recognition; simple positive reinforcement is affordable and positively impacts the students' motivation (Mallari, 2016).

The student's academic motivation is affected by 25% of their academic validation. The 75% may be attributed to other variables, such as teacher factors, classroom factors, and others. Using the unstandardized coefficient means that the regression equation equals the level of motivation to $2.113 + .523$. This means that there is an increase in the level of academic motivation every time there is an increase in

academic validation. It is supported by a study, which found that teachers' sincere and specific validation can reinforce students' desired learning behaviors while significantly increasing their motivation and self-efficacy (Guo et al., 2019). The students become more motivated depending on what is happening inside the classroom. For every increase of two units in academic validation, there is an increase of one unit in academic motivation. This reiterates a need for tight enforcement in academic validation for the student's motivation to stay high.

Truly, teachers really have an impact to the behavior of the students wherein they are the most important factor in student motivation and have the ability to affect students in both positive and negative ways. One supporting study claimed that a teacher's educational passion supports specific instructional methods, such as feedback, which significantly influence student motivation after finishing a separate area of research. It further stated that the teacher has the ultimate authority to influence student motivation because the subjects engage in a poll and has observed students directly (Schiefele, 2017, as cited in Eikmeier, 2018). In relation to this, for a student who is linked to a specific task or conditional behavior, praise or encouragement increases the student's chances of being motivated to complete the work or comply with the teacher's behavioral expectations (Partin et al., 2009; Musti-Rao & Haydon, 2011, as cited in Soto, 2014). Therefore, to maintain motivation, it is necessary to provide a variety of positive reinforcements (Mallari, 2016). In addition, various factors, such as teacher support or social interactions that provide teachers with quick feedback and credit for the student's efforts to stimulate them during the teaching process, will influence student engagement which is the indication of students' motivation (Fredricks et al., 2004; Appleton et al., 2006; Reeve, 2012, as cited in Sun, 2021).

The result of this study is supported by the theory of McClelland (1967): the achievement motivation theory. This posits that a person needs external motivation from others, environmental variables, and environmental factors to be motivated to achieve the necessary level of excellence (Bhasin, 2018). Students' motivation increases because of the validation they get from their teachers. Academic validation such as praise, feedback, reward, positive reinforcements, and encouragement given by the teachers' increase students' motivation. An increase in motivation for students will then help them grow or improve their academic achievement. Students need a system of support or validation when they accomplish the

objective they set for themselves. Students who have a strong desire to reach their goals thrive more and need more validation to inspire them and obtain academic fulfillment, so they are figuratively capable of performing what is required of them (Kukreja, 2017). This shows how important validation from others is to students and students' academic achievement.

In general, the study found that academic validation predicts academic motivation. It also shows that the regression model predicts a significantly high dependent variable, further establishing that students are 25% motivated because of academic validation from their teachers. Undeniably, teachers have a big impact on students' motivation. To support this claim, teachers are the most important factor in student motivation and have the ability to affect students in both positive and negative ways. A study claimed that a teacher's educational passion supports specific instructional methods, such as feedback, which significantly influence student motivation after finishing a separate area of research. It further explained that the teacher has the ultimate authority to influence student motivation because the subjects engage in a poll and has observed students directly (Schiefele, 2017, as cited in Eikmeier, 2018).

Table 6. *Model summary table of dependent and independent variable*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.138 ^a	.019	.015	.48828

It can be clearly seen that there is a negligible correlation between the dependent variable (level of academic anxiety) and independent variable (level of academic motivation) as manifested by the R value .138. Furthermore, the 1.9% variation in the assessment of the respondents on their level of academic anxiety can be explained by the assessment on the level of academic motivation of learners.

Table 6.1. *ANOVA table*

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1					
Regression	1.004	1	1.004	4.209	.041 ^b
Residual	51.737	217	.238		
Total	52.741	218			

Meanwhile, Table 6.1 illustrates the goodness fit of the model and the dependent variable. As shown, the model significantly predicts the dependent variable (academic anxiety), $F(1,218)=4.209$, $p\text{-value}<0.05$.

Table 6.2. *Coefficient table*

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig
	B	Std. Error	Beta		
1					
(Constant)	3.187	.286		11.151	.000
Academic Motivation	-.154	.075	-.138	-2.052	.041

On the other hand, the Coefficient table shows the value of unstandardized Beta coefficient. Thus, the regression equation of the relationship between the level of anxiety which acts as the dependent variable and level of motivation which acts as independent variable can be represented as:

Academic anxiety = $3.187 - .154$ (academic motivation) This shows that an increase in every unit of the level of academic motivation will decrease the level of academic anxiety by 0.154. The students' academic motivation negatively affects 1.9% of their academic anxiety. Using the unstandardized coefficient means that the regression equation equals the level of anxiety to $3.187 - .154$. This means that if there is an increase in the level of academic motivation, there is a decrease in the level of academic anxiety, and vice versa, wherein if there is an increase in academic anxiety, there is a decrease in academic motivation. The students become highly motivated if their anxiety is low. It shows that the model's goodness fit and academic anxiety significantly predict it.

The students in Lipa City Colleges who receive enough academic motivation, whether intrinsic or extrinsic, show decreased academic anxiety, and students with lower academic motivation have increased academic anxiety. An article from Hulleman C. & Hulleman T. (2018) reported that motivation is a powerful predictor of both learning and achievement. Students are more driven to learn to stay in class longer, put in more effort, learn more deeply, and do better on examinations. If students are aware of the objectives they are working towards, they will be more motivated to work. As a result, it is a good idea to specify objectives for individual lectures, debates, and assignments in addition to those for the entire course. If students expect their efforts in a course to eventually

pay off in their future professional lives, they are more inclined to put up the effort. As a result, teachers can increase motivation by connecting their course material to students' intended careers and emphasizing how the knowledge and skills students learn in class will be useful to them once they graduate (Carnegie Mellon University, 2022).

Moreover, academic anxiety is the term used to describe the worries, stress, or dread connected to academic environments or tasks. Exams, assignments, courses, peer pressure connected to academics (parents, classmates), or simply feeling uncomfortable with studying or cooperating in groups in class are all contributing factors. Academic anxiety has several diverse root reasons that are unique to each individual. However, most studies suggest that the symptoms can be classified as physiological, cognitive, behavioral, or social. Academic anxiety follows a natural rhythm pattern: as the worry's source gets closer or more important, so does the degree of concern. When the stressor has subsided, the anxiety will likewise reduce until a new stressor enters the picture, at which point, the cycle will start over (Ball State University, 2022).

Students are motivated to work hard because they receive enough recognition at school. Their anxiety decreases because their work is recognized, and they feel they are on the right track. By recognizing students' accomplishments, they may feel that teachers appreciate their hard work and are happy with what they have accomplished. Motivated students will then persevere with their tasks and feel they are making a difference. Giving them a certificate made especially for that student is an ideal token of appreciation. At any time of year, recognition is a great approach to keep students engaged. Students would be inspired to work harder if they received diplomas, pins, trophies, and lanyards that may be given out for various accomplishments. This drive will provide students with what they need to succeed in their coursework. Recognizing students' accomplishments motivates them to keep up their hard work and productivity. Students will feel valued and joyful when they are recognized (Positive Impacts of Recognizing Student Achievement, 2019). Another way to appreciate or recognize the students' efforts is through positive feedback. Positive feedback has improved performance and acts as a powerful self-efficacy intervention. Self-efficacy is the assessment of one's capacity to meet upcoming challenges. It can apply to a general judgment (general self-efficacy) or more specialized domains (specific self-efficacy), such as mathematics skills. It is generally recognized that self-efficacy is a psychological tool for safeguarding

mental health and reducing the damaging effects of stress. According to Bandura's social cognitive theory, there is substantial evidence that better self-efficacy is linked to less signs of anxiety as well as to greater optimism and emotional well-being (Peifer et.al, 2020).

On the other hand, when students' anxiety increases, their motivation decreases. A few studies claim that anxiety negatively affects students' motivation. Students start to feel that their best could be better in school. Emotions of concern, tension, and reactivity to learning characterize their anxiety. Furthermore, it implies that anxiety might impact students' motivation to learn. Anxiety and motivation in students were inversely associated, and when students lack drive, they displayed anxious behavior (Marzuki, 2021). Students will not be motivated to work hard if they do not think their efforts will likely improve their performance. For instance, motivation may be affected if a course has a reputation for being exceedingly tough. Students may also have had negative experiences in comparable courses or on early assignments in a course that lead them to believe they are incapable of completing the task (Carnegie Mellon University, 2022).

The negative correlation between academic anxiety and motivation generally affects the student's academic achievement. If academic motivation increases and anxiety decreases, it will positively affect the students' academic achievement. Conversely, if academic anxiety increases and motivation decreases, it may have a negative effect on the students' academic achievement. This research suggests that students' academic motivation must be increased to decrease academic anxiety. Giving motivation to students can be in many forms, such as positive feedback, praise, reinforcements, or rewards. Giving them feedback and recognizing their efforts and achievements will help increase their motivation. If students can see how their efforts progress toward a goal, their motivation will increase. Therefore, it is crucial to provide students the chance to practice utilizing their knowledge and abilities in a low-stakes setting, get prompt, constructive feedback, and apply that feedback to their following work. The chance to get feedback and apply it to future performance can boost students' self-esteem and dispel false notions about learning and ability (Carnegie Mellon University, 2022).

The result of this study is further supported by the Expectancy-Value Theory of Anxiety proposed by Pekrun (1988). According to this theory, anxiety

typically lowers the desire to approach an evaluative or learning setting because learners anticipate negative feelings and failure. In that case, anxiety reduces performance by discouraging actions like putting in less effort or studying less time (Morsanyi et al., 2017). Students are anxious because of the thoughts of failure, which decreases motivation. They become unmotivated to exert effort on their task because they fear it will only result in failure. They expect failure even before executing the task given to them. This theory postulates that students feel anxious because of the expectancies such as situation-failure expectancies, expectancies of effort uncontrollability, and effort-failure expectancies (Bandura, 1977; Heckhausen, 1977; Deffenbacher, 1980; Cervone & Peake, 1986, as cited in Pekrun, 1988). Because of these failure expectancies, students' motivation tends to decrease, lowering their academic achievement.

For many students, failing is a terrifying event with unfriendly, unfavorable sentiments and negative repercussions. It has been said that fear of failure is a barrier to achievement and affects how students behave and set their expectations. Students who are worried about failure question their capacity for success and suffer from anxiety that has a negative impact on their level of academic motivation and engagement (Cox, 2009; Covington, 1992, as cited in Nakhla, 2019).

In general, it resulted negatively because anxiety is a negative aspect. It shows that academic anxiety is lessened by -154. Meaning there is a need for a level of academic motivation to be high for the level of academic anxiety to become low. This interconnection shows that there is a need to make the academic motivation high, beginning with the role of a teacher. It is either intrinsic or extrinsic motivation that needs to occur inside the classroom, for the level of academic anxiety of the students to decrease. The result is supported by a study that revealed that there is a reverse and significant relationship between different types of anxiety and students' academic motivation, meaning that anxious students have lower motivation for continuing their study. This result was consistent with other studies which indicated a negative significant relationship between anxiety and academic motivation. It further exhibited that if students teach management skills to students, academic anxiety, as one of the most important factors of lack of motivation for studying, will be removed, and they will face calmer and more motivated students (Yaghoobi et al., 2014; Ghiasvand et al., 2017).

Conclusion

Based on the analysis and interpretation of the present findings, the following conclusions were drawn:

1. Majority of the students are enrolled in Accountancy Program.
2. The college students of Lipa City Colleges, particularly those whose program is a board course, possess a high level of academic validation. The students receive academic validation from their teachers as they provide feedback and show concern about their academic behavior. It makes them feel validated when there is encouragement and empowerment from their teachers, and if they are valued in class. Teachers also impact the students in terms of academics because part of their role allows them to criticize a students' progress and/or help students feel validated. Additionally, teachers could be the ones who can validate the good behavior or performance of the students for them to become motivated and satisfied with their performance.
3. The students have a high level of academic motivation wherein all the factors that motivate them influence themselves as a student. Their motivation begins with themselves, their friends, other people, and also with their parents. These companions could help them make their academic years more successful because of the feeling of motivation.
4. The students' level of anxiety is high. There is a negative effect on them if they care about their academics. Worrying about what could result from their tasks has a high chance of them being anxious. Being anxious regarding academics is inevitable, especially if the students are achievers, which possibly leads them to be perfectionists.
5. The present study found that academic validation is a significant predictor of academic motivation. Validating students, such as giving positive feedback or encouragement, positively influence the students' academic motivation. If academic validation increases, academic motivation will also increase.
6. The present study found that academic motivation predicts academic anxiety; however, there is a negative association between these two variables. It shows that every time there is an increase in academic motivation, there is a decrease in academic anxiety. Motivation negatively influences the anxiety of the students, which is why there is a need for students to be high in academic motivation to avoid experiencing

anxiousness regarding academics.

Based on the foregoing conclusions, the following recommendations were provided:

1. Future researchers should use a larger sample. They may also include all courses, including the non-board courses to have a more representative sample. Additionally, they may investigate whether or not there is an association between academic validation and academic anxiety among the college students.
2. Teachers, friends, parents, or other people should be consistent in making the students feel motivated through simple gestures because the more they feel motivated, the less they become anxious. Anxiety is a serious case, so by making the students feel validated, they become motivated, which makes their anxiousness lessen. On the other hand, future researchers may utilize other research methods like qualitative methods or mixed methods with the association of academic motivation, academic anxiety, and other variables to uncover more findings.
3. Teachers should be consistent in making the students feel validated through simple gestures. This is because the more that the students feel validated, the more they become motivated. Teachers should give praise, positive feedback, compliment, and encouragement for the students to remain motivated throughout their academic journey. On the other hand, future researchers may utilize a study to examine the association of academic validation and academic motivation with different variables to uncover more findings.
4. Teachers, parents, friends, and other people should be the ones who make the students feel that they doing well and tell them that it is okay if, sometimes, they will not achieve what they want. Anxiety is inevitable; however, if someone can make the students feel that they are not a failure and that their efforts are appreciated, it will lessen their anxiety. Also, the school administration may propose a program that may alleviate the worry or doubt of students, in order for them to have excellent academic performance. Future researchers may also check on possible variables associated with academic anxiety to uncover the other factors influencing the anxiety of the students.
5. Teachers, parents, friends, and other significant others should be aware that their simple gestures can motivate the students. They should remain consistent and accept the students wholeheartedly in everything they do. The school administration may also create a program that may motivate the students to learn and to

make classroom management more interactive.

6. Teachers may continue to do things that make their students feel validated. They may also be made aware regarding how their simple acts of validation can positively impact students' behavior. Aside from encouraging and providing feedback, teachers may continuously validate, praise, or utilize effective or creative strategies to employ academic validation. Meanwhile, the school administration may spearhead a program that can enhance the willingness of the students to learn and have good academic feedback as a way for them to feel validated by the people around them, especially their teachers and parents.

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