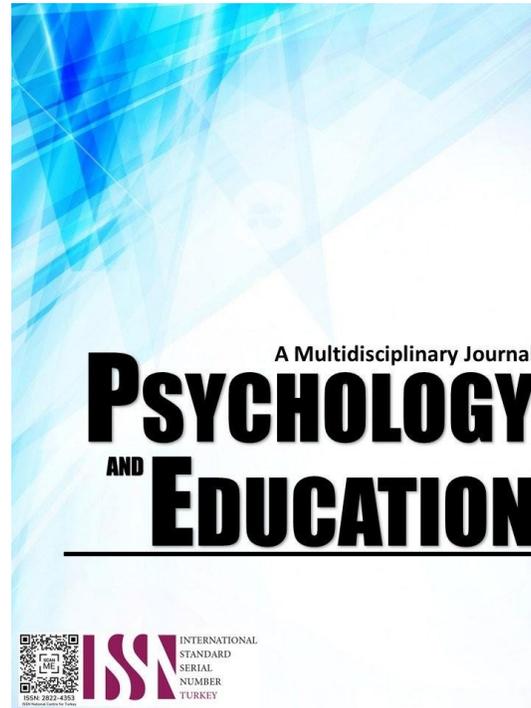


**INSTRUMENTAL AND INTEGRATIVE MOTIVATION IN RELATION
TO ACADEMIC EMOTIONS IN ENGLISH CLASS OF SENIOR
HIGH SCHOOL STUDENTS AS MEDIATED BY THEIR
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Instrumental and Integrative Motivation in Relation to Academic Emotions in English Class of Senior High School Students as Mediated by Their Language Learning Belief

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Abstract

The study aimed to examine the mediating role of language learning beliefs (LLB) in the relationship between motivation (M) and academic emotions (AE) among Grade 12 senior high school students in Davao City. An explanatory sequential mixed-methods design was utilized, involving 300 students from both public and private senior high schools across eight institutions in the city. Medgraph was used to test whether LLB mediated the relationship between motivation and academic emotions. The findings indicated a significant partial mediation effect. To further explain the quantitative results, interviews and focus group discussions were conducted with 17 participants who were selected from the survey respondents. The qualitative data were integrated with the quantitative findings to provide deeper insight into the relationships among the variables. Participants affirmed the connections and roles of motivation, language learning beliefs, and academic emotions within the mediation model. These confirmations provide strong evidence that language learning beliefs help explain how motivation influences academic emotions in English language learning among Grade 12 senior high school students in Davao City, as reflected in the partial mediation model. Thematic analysis of the qualitative data revealed key themes that generally supported the mediation model and its specific components. The integration of data followed a connecting, merging, and confirmation approach.

Keywords: *academic emotions, instrumental motivation, integrative motivation, language learning belief, mixed methods, mediation*

Introduction

Academic emotions refer to emotions that are connected to achievement-related activities, the cognitive demands of learning tasks, and the content presented in instructional materials (Lehtamo et al., 2018). These authors associated positive emotions such as enjoyment, hope, and pride with performance-approach goals. In contrast, negative emotions, including anger, shame, anxiety, boredom, and hopelessness, were linked to performance-avoidance goals. The influence of these emotions on learning is often complex. However, academic emotions are frequently overlooked in both teaching practices and educational research (Trezise, 2017).

Students experience a wide range of emotions in academic environments. Anxiety is commonly reported, yet positive emotions occur just as frequently as negative ones (Pekrun et al., 2002). These emotional experiences significantly affect students' cognitive processes, academic performance, and overall psychological and physical well-being. Anxious learners may struggle with peer relationships, experience social rejection, and display aggressive behaviors (Bruch, 2001). When students who consistently feel sad or anxious withdraw from challenging learning situations, such as group activities, they may miss valuable opportunities for collaboration and social learning (Davidson et al., 2000).

Academic emotions form a fundamental component of contemporary education. According to a UNESCO report, all learning processes have emotional dimensions that influence both the quality and effectiveness of learning. Emotional conditions play a vital role in personal development and academic success. Research has shown that positive reinforcement, such as praise following academic performance, promotes learning more effectively than negative feedback. Classroom learning is enhanced when students experience satisfaction during practice and when effort leads to success. For learning to be effective, conditions must be managed in ways that make learning experiences fulfilling (Mendzheritskaya, 2019).

Furthermore, Taylor et al. (2011) found that a substantial proportion of students in English classes exhibited low levels of academic emotion. This highlights the need to strengthen learners' motivation and effort, encourage creative learning strategies, and support the development of self-regulated learning. A strong and genuine desire to learn can make practice more enjoyable and reinforce the emotional responses that support learning in applied linguistics (Weiner, 2007).

Motivation has been identified as a more powerful factor than social pressure in second or foreign language acquisition. It can enhance learners' self-confidence, strengthen perseverance, and foster positive attitudes toward language learning by creating meaningful opportunities for engagement (Brown, 2007). In social psychology, beliefs and emotions are viewed as closely linked and mutually influential (Frijda et al., 2000; Hannula et al., 2004). Motivation reflects learners' interest in acquiring a language and their intention to use it in ways that support meaningful learning (Beltran, 2015).

Frijda et al. (2000) emphasized that emotions lie at the core of beliefs, as emotional experiences shape how beliefs are formed and sustained. In the context of language learning, emotions related to classroom experiences serve as strong predictors of learner motivation (Dewaele, 2018). Academic emotions, in particular, play a critical role in successful learning outcomes and effective

classroom management.

Although numerous studies have examined the direct relationships between motivation, academic emotions, and language learning beliefs (King, 2019; Pekrun, 2002; Barcelos, 2015), similar research remains limited in the Philippine context. More importantly, few studies have explored these three variables within a single framework, especially with one variable functioning as a mediator. By employing a mixed-methods approach, this study addresses this gap and contributes new insights to the existing body of knowledge.

Examining students' motivation in relation to their academic emotions, with language learning beliefs as a mediating factor, may help educational institutions design strategies that address students' emotional experiences. Such insights can support efforts to enhance motivation and acknowledge the role of language learning beliefs in shaping academic emotions during the critical senior high school stage.

Research Questions

This study answered the following questions.

1. What is the level of motivation, academic emotions and language learning belief, in the English class of senior high school students in Davao City?
2. What is the significance of the mediating effect of language learning belief on the relationship between motivation and academic emotions among senior high school students in Davao City?
3. What are the standpoints of the participants on the salient points of the quantitative results?
4. How do the qualitative results explain the quantitative results of the study?

Literature Review

Motivation in Language Learning

Motivation is widely recognized as a key factor in explaining learners' involvement and achievement in second and foreign language learning. It is commonly described as an internal state that initiates, guides, and maintains goal-directed behavior (Woolfolk, 2013; Brophy, 2004). Within language learning research, motivation is often classified into instrumental and integrative orientations. Instrumental motivation relates to practical goals such as passing examinations, earning academic qualifications, or improving employment prospects through language proficiency (Gardner, 1985; Dörnyei, 2006). In contrast, integrative motivation involves learners' interest in the target language community, including their willingness to interact with its members and develop an appreciation of its culture (Gardner & Lambert, 1959; Masgoret & Gardner, 2003).

Research consistently shows that both types of motivation contribute meaningfully to successful language learning, although their relative importance differs depending on sociocultural context. Instrumental motivation tends to be more prominent in educational settings where English is linked to academic success and economic advancement, while integrative motivation plays a stronger role in environments with ongoing contact with the target language community (Ellis, 1997; Krashen, 1981). Motivation is not a stable personal trait but a dynamic and context-dependent construct shaped by instructional practices, teacher support, learning environments, and learners' past experiences (Brown, 2007). As a result, motivation continuously interacts with other affective and cognitive factors that influence language learning.

Academic Emotions

Academic emotions refer to emotions that arise in connection with learning activities and achievement outcomes, including enjoyment, pride, anxiety, boredom, anger, and hopelessness (Pekrun et al., 2002). These emotions develop as learners engage with academic tasks and play a crucial role in shaping cognitive processes, motivation, performance, and overall well-being. According to Pekrun's Control-Value Theory, academic emotions stem from learners' perceptions of control over learning activities and the value they assign to those activities, positioning emotions as a central element of educational experiences (Pekrun, 2006; Pekrun & Perry, 2014).

Empirical evidence suggests that positive academic emotions, such as enjoyment and pride, are linked to sustained engagement, persistence, and the use of effective learning strategies. In contrast, negative emotions like anxiety and boredom are often associated with avoidance behaviors and lower academic performance (Pekrun et al., 2007). In English language classrooms, academic emotions are shaped by factors such as task difficulty, teaching approaches, classroom atmosphere, and learners' perceptions of their own competence (Treize & Reeve, 2014). Studies also indicate that while anxiety is among the most commonly reported academic emotions, positive emotions occur just as frequently and are equally important in supporting learning (Pekrun et al., 2002).

Language Learning Belief

Language learning belief refers to learners' views and assumptions about how languages are learned, their perceived language aptitude, and the strategies necessary for successful acquisition (Horwitz, 1987; Richardson, 2016). These beliefs develop through prior learning experiences, cultural norms, and instructional contexts, and they influence how learners engage with language tasks, manage effort, and interpret learning outcomes. Research indicates that constructive and realistic beliefs promote motivation and persistence, whereas negative or unrealistic beliefs may lead to frustration, anxiety, and disengagement (Puchta, 2011; Okura, 2016).

Studies in applied linguistics have shown that language learning beliefs are closely connected to learners' use of strategies, motivational levels, and emotional responses in the classroom (Oxford, 2003; Wenden, 2012). Learners who believe that language learning requires sustained effort and strategic practice are more likely to remain engaged and respond positively to challenges. In contrast, those who view language ability as fixed may experience anxiety and feelings of helplessness when encountering difficulty (Horwitz, 2010). These findings suggest that language learning beliefs operate as a cognitive and affective framework that shapes both emotional experiences and motivational orientations.

Relationships Among Motivation, Belief, and Emotion

An increasing body of research emphasizes the interconnected nature of motivation, language learning beliefs, and academic emotions. Motivation and academic emotions influence each other reciprocally, as highly motivated learners are more likely to experience enjoyment and pride, while less motivated learners are more prone to anxiety and boredom (Pekrun & Linnenbrink-Garcia, 2011; Linnenbrink, 2007). Language learning beliefs are also influenced by emotional experiences, as emotions can reinforce, challenge, or reshape learners' beliefs about learning and competence (Frijda et al., 2000; Rosiek, 2000).

Scholars argue that beliefs and emotions are deeply intertwined, jointly shaping learners' engagement, identity, and persistence in language learning contexts (Barcelos, 2015). While existing research has explored the pairwise relationships between motivation and academic emotions, as well as between beliefs and emotions, relatively few studies have examined these variables within a unified mediation framework, particularly in the Philippine setting (King, 2019; Pekrun, 2002). This gap highlights the importance of investigating how language learning beliefs mediate the influence of motivation on academic emotions, thereby offering a more integrated understanding of learners' affective experiences in English language classrooms.

Methodology

Research Design

This study employed an explanatory sequential mixed methods design in which quantitative data collection and analysis preceded qualitative inquiry to explain and enrich the initial statistical results. This design was appropriate because the study aimed to establish relationships among motivation, language learning belief, and academic emotions and to clarify how these relationships operate from the learners' perspectives (Creswell & Plano Clark, 2007). The quantitative phase used a non-experimental descriptive-correlational approach with mediation analysis to examine the mediating role of language learning belief. In contrast, the qualitative phase adopted a phenomenological approach to capture students' lived experiences related to motivation, beliefs, and emotions in English classes. Consistent with the pragmatic paradigm, the integration of quantitative and qualitative strands allowed for a comprehensive understanding of the phenomenon by combining numerical trends with contextual explanations (Creswell, 2013; Baheiraei et al., 2011).

Respondents

The quantitative phase involved 300 Grade 12 senior high school students enrolled in public and private secondary schools in Davao City during the 2020–2021 academic year, selected through stratified sampling to ensure equal representation across school types. This sample size was considered adequate for correlational and mediation analyses based on established methodological standards (Comrey & Lee, 2010). All respondents were 18 years old and above and were deemed capable of providing informed responses to the survey instruments. For the qualitative phase, 17 participants were purposively selected from the survey respondents based on their motivational, emotional, and belief profiles to capture diverse experiences; ten participated in in-depth interviews, and seven took part in a focus group discussion to provide explanatory insights into the quantitative findings.

Instrument

Three adapted and validated instruments were used in the quantitative phase to measure the study variables. Motivation was assessed using an adapted Attitude/Motivation questionnaire measuring instrumental and integrative motivation, focusing on pragmatic goals and interest in the target language and culture. Academic emotions were measured using selected subscales from the Academic Emotion Questionnaire (AEQ), covering boredom, hopelessness, anger, anxiety, enjoyment, and pride (Pekrun et al., 2010). Language learning belief was measured using an adapted version of Horwitz's Beliefs About Language Learning Inventory (BALLI), refined by Okura (2016). All instruments underwent expert validation and pilot testing and demonstrated acceptable internal consistency, with an overall Cronbach's alpha of .815, indicating satisfactory reliability.

Data Analysis

Quantitative data were analyzed using descriptive statistics to determine levels of motivation, academic emotions, and language learning belief, and Pearson correlation analysis to examine relationships among variables. Mediation analysis was conducted using MedGraph to test the indirect effect of language learning belief on the relationship between motivation and academic emotions by examining direct, indirect, and total effects following established mediation procedures (Iacobucci, 2008). Qualitative data from in-depth interviews and focus group discussions were analyzed thematically through inductive coding to identify patterns explaining learners' motivational orientations, belief systems, and emotional experiences. Integration of quantitative and qualitative findings occurred during interpretation through a connecting and merging process, allowing qualitative themes to explain and confirm the

quantitative mediation results (Creswell & Plano Clark, 2007).

Ethical Considerations

Ethical clearance was secured from the appropriate research ethics committee prior to data collection, and permissions were obtained from school authorities. Participants were fully informed of the study's purpose, procedures, voluntary nature, and their right to withdraw at any time, and informed consent was obtained before participation. Confidentiality and anonymity were strictly maintained, with no identifying information included in data analysis or reporting. For the qualitative phase, participants provided explicit consent for audio recording and transcription, and all data were securely stored and used solely for research purposes, ensuring adherence to ethical standards and the protection of participants' rights and well-being.

Results

Level of Motivation, Academic Emotions, and Language Learning Belief

Shown in Table 1 are the levels of the variables: motivation, academic emotions, and language learning belief of the grade 12 senior high school students from private and public schools in Davao City. The levels were revealed through descriptive statistics: mean and standard deviation. The standard deviation is less than 1.0, which is typical for a 5-point Likert scale, indicating consistency of responses.

Table 1. Level of Language Motivation, Academic Emotions, Language Learning Beliefs

<i>Independent / Dependent Variables</i>	<i>SD</i>	<i>M</i>	<i>Descriptive Level</i>
Motivation	0.51	3.74	High
Instrumental	0.51	3.59	High
Integrative	0.64	3.89	High
Academic Emotions	0.44	2.89	Moderate
Boredom	0.58	3.02	Moderate
Hopelessness	0.56	2.75	Moderate
Anger	0.57	2.88	Moderate
Anxiety	0.60	2.55	Low
Enjoyment	0.77	2.93	Moderate
Pride	0.57	3.23	Moderate
Language Learning Belief	0.48	3.57	High

As seen in Table 1, the variable on language motivation obtained an overall mean of 3.74, described as high. This indicates that the language motivation among senior high school students in both private and public schools in Davao City is often carried out. In this variable, both the indicators are descriptively high, but it is the integrative that bears the highest mean of 3.89.

In terms of academic emotions, it was found to be moderate with an overall mean of 2.89. This indicates that sometimes the respondents experienced academic emotions. However, among the indicators, anxiety is descriptively low with a mean of 2.55. The rest of the indicators are found to be moderate. However, among those, pride got the highest mean of 3.23. Lastly, in terms of the language learning belief, a mean of 3.57 was reflected, which is described as high. This indicates that the learning beliefs of the respondents are strong.

Significance of The Mediating Effect of Language Learning Belief on The Relationship Between Motivation and Academic Emotions

A computation of correlation between variables has to be done as input to the mediation model. The correlation between variables is shown in Table 2.

Table 2. Correlations between Variables

<i>Variables</i>	<i>r</i>	<i>p</i>
Motivation (IV) and Academic Emotions (DV)	.588*	.002
Motivation (IV) and Language Learning Belief (MV)	.596*	.000
Language Learning Belief (MV) and Academic Emotions (DV)	.617*	.000

As Table 2 reveals, a significant relationship is manifested between motivation and academic emotions as indicated by the p-value, which is less than 0.05 for its correlation coefficient of $r=.588$. Also shown in the table is the significant relationship between motivation and language learning beliefs ($r=.596$, $p<0.05$). Lastly, another significant relationship was found between language learning belief and academic emotions ($r=.617$, $p<0.05$).

Shown in Table 3 is the regression analysis, which was used to discover the inter-relationships of the variables and helped in verifying the beta coefficients in the employment of the mediation analysis. Beta coefficient compares the strength of the effect of each individual independent variable on the dependent variable. Mediation is a process referring to how a third variable affects the relationship between the two variables. There are three steps to be met for a third variable to form a true mediation.



Table 3. Data Entry for the Different Paths

Path	Variables	B	SE / e	Beta	Part Correlation	Sig.
Path C (IV → DV)	Motivation → Academic Emotions	.405	.032	—	—	.000
Path B (MV → DV)	Language Learning Beliefs → Academic Emotions	.453	.033	—	—	.000
Path A (IV → MV)	Motivation → Language Learning Beliefs	.560	.044	—	—	.000
Path D (IV & MV → DV)	Language Learning Beliefs → Academic Emotions	.304	.037	.341	.333	.000
	Motivation → Academic Emotions	—	—	.341	.274	.000
Model Summary	Total R ²	—	—	—	—	0.456

The results, as shown in Table 3, are classified as steps 1, 2, and 3. In Step 1 (Path C) motivation significantly predicts academic emotion ($B = .405, p < .05$). While in step 2 (Path B), language learning beliefs, as the mediating variable significantly predicts academic emotion ($B = .453, p < .05$). The beta coefficient denotes that in every unit increase of motivation, there corresponds a .405 increase in students' academic emotions.

Likewise, in every unit increase in language learning beliefs, it can lead to .453 increase in academic emotions. Further, Step 3 (Path A) revealed that motivation significantly predicts language learning beliefs ($B = .560, p < .05$), which denotes that for every unit increase in motivation, it can result in a .560 increase in language learning beliefs.

From Table 4, Step 4 reveals a total R-squared of .456, which indicates that 45.6% of the variation of students' academic emotions can be attributed to the combined influence of motivation and language learning beliefs. Hence, 54.4% of the variation, which is not part of this research, may be further explored in future studies. The significance of the three pairs warrants the use of MedGraph employing the Sobel z-test. The Sobel z-test is used to determine whether a variable carries (or mediates) the effect of an independent variable on the dependent variable. The test generated a value of 6.902805 ($p < .05$), which signifies that language learning beliefs have a mediation effect on the relationship between motivation and academic emotions.

Table 4. Results: Significance of Mediation

Statistic		Value
Sobel z-value		6.902805
Significance		Significant
p-value		.000001
95% Symmetrical Confidence Interval		
Interval		Value
Lower		.12190
Upper		.21858
Unstandardized Indirect Effect		
Measure	Value	
a × b	.17024	
SE	.02466	
Effect Size Measures		
Standardized Coefficients		
Effect	Value	
Total	.588	
Direct	.341	
Indirect	.203	
Indirect to Total Ratio	.345	

The model in Figure 1 indicates that motivation influences academic emotions by a total of .588 with the inclusion of language learning beliefs. Motivation's direct influence on students' academic emotions is only .341, and the balance of .203 is due to the inclusion of language learning beliefs. This is an indirect influence that passes through the language learning beliefs to students' academic emotions. This means that the influence of .588 is strong because of the help of language learning beliefs. If the language learning beliefs are removed, there is still a relationship (.341), but it is not strong.

Therefore, this is partial mediation, since the mediating variable, which is language learning beliefs, is only responsible for a part (.203) of the relationship between motivation and students' academic emotions. It becomes full mediation when language learning beliefs take full (.588) responsibility, meaning .341 becomes zero, thus, if we take away language learning beliefs, the relationship between motivation and academic emotions disappears.

This indicates that language learning beliefs are only one of the reasons why motivation can influence students' academic emotions. Since it is only partial mediation, it cannot be claimed that the language learning beliefs are the very reason why motivation can influence students' academic emotions.

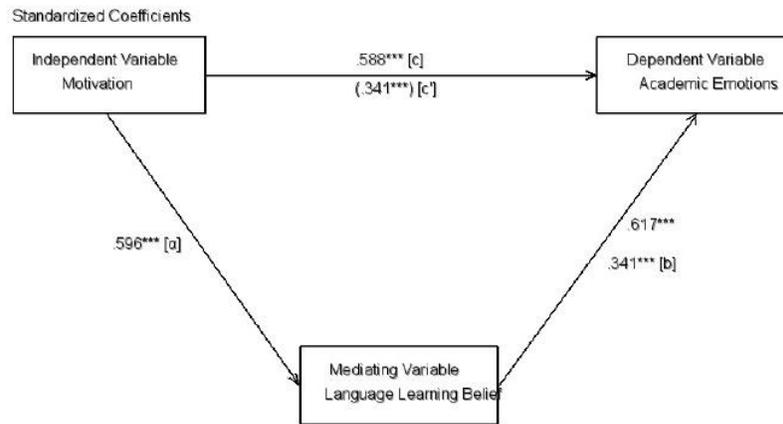


Figure 1. Mediation Model

Standpoints of the Participants on the Quantitative Results Regarding the Level of the Independent, Dependent, and Mediating Variables

Table 5 shows the standpoints of the participants on the quantitative results regarding the language motivation, academic emotion, and language learning beliefs. In order to generate comprehensive results from participants’ viewpoints on the issues that surfaced in the quantitative results, an in-depth interview with ten key informants and a focus group discussion with seven participants were conducted. The themes are: confirmed high rating motivation, confirmed moderate rating of academic emotion, rejected moderate rating of academic emotion, and confirmed high rating of language learning beliefs.

Table 5. Standpoints of the Participants on the Quantitative Results Regarding the Level of the Independent, Dependent, and Mediating Variables

Level of	Essential Theme	Typical Reason
Motivation (Independent Variable)	Confirmed High Rating of M	Without motivation, students cannot learn any lesson. Motivation is needed to achieve one’s goal. Motivation drives student energy to participate in class activities. Motivation can propel students to achieve their dreams and ambitions in life. Motivation can enable students to overcome any obstacle connected to learning any subject. Any undertaking to succeed needs some kind of motivation. Moderate rating is valid since emotions of students are both positive and negative.
Academic Emotions (Dependent Variable)	Confirmed Moderate Rating of AE	Academic emotions are mostly negative and students do not experience them at the highest level. Emotions depend upon the mood of students in a particular occasion, not in all occasions. Negative emotions are not always felt by the students but only in situations where they become the focus of attention.
	Rejected Moderate Rating of AE	Should be high because emotions are needed for motivation to learn. Should be high to express feelings as regards the learning of a subject. Should be high because emotional experiences in learning a subject define one’s interest.
Language Learning Belief (Mediating Variable)	Confirmed High Rating of LLB	It is one’s guide to learn or not to learn a particular language. If one puts his or her faith on a certainty that the language can be learned, then it could be done. Learning the language is influenced by one’s belief. It is the attitude of the student towards learning a particular language.

Standpoints of the Participants on the Mediating Effect of Language Learning Belief on the Relationship between Motivation and Academic Emotions

Indicated in Table 6 are the standpoints of the participants on the mediating effect of language learning belief on the relationship between motivation and academic emotion. The table further reveals an essential theme: a confirmed relationship of motivation to academic emotion, a confirmed mediating effect of language learning belief on the relationship between motivation and academic emotion, and a rejected mediating effect of language learning belief on the relationship between motivation and academic emotion.

Table 6. Standpoints of the Participants on the Mediating Effect of Language Learning Belief on the Relationship Between Motivation and Academic Emotions

Mediating Model	Essential Theme	Typical Reason
Significant Relationship of Motivation (M) and Academic Emotions (AE) in the Mediation Model	Confirmed Relationship of M to AE	Motivation can drive the emotions of students to take part in the class happily. If a student is motivated, he or she can overcome any struggle and enjoy learning the English language. Academic emotions, whether enjoyment or boredom, depend upon the motivation of the students. Being proud of one’s accomplishment in the English class is due to one’s motivation. The mediating model is accurate.



Significant Mediating Effect of Language Learning Belief (LLB) on the Relationship Between M and AE	Confirmed Mediating Effect of LLB on the Relationship Between M and AE	M needs the help of LLB to enhance the positive emotion of the student to learn the language. The combination of M and LLB leads to more beneficial outcomes towards positive academic emotions like enjoyment and pride in learning the language. LLB is a good enhancer of the interaction of M and LLB. If the student is motivated to believe that speaking the language can gain opportunities, he or she will have positive academic emotions. Without LLB, motivation can still affect academic emotions but to a lesser degree. M has strong influence on both LLB and AE. LLB alone cannot influence academic emotions without the presence of motivation. Even if LLB is in place but there is no motivation, LLB cannot drive academic emotions.
Rejected Mediating Effect of LLB on the Relationship Between M and AE	Rejected Mediating Effect of LLB on the Relationship Between M and AE	M alone can have total effect on academic emotions without the help of LLB. It depends upon the person; M alone may or may not have an impact on academic emotions. LLB alone can influence academic emotions without M, since if one has strong belief in something, M is no longer needed. M is the mediator and LLB is the independent variable, enhancing whatever effect LLB has on academic emotions. There are other factors affecting academic emotions, not only M and LLB.

Discussion

Level of motivation, academic emotions, and language learning belief.

The results indicated that senior high school students generally exhibited high levels of both instrumental and integrative motivation. These motivational orientations were accompanied by moderate to high levels of positive academic emotions and relatively manageable levels of negative emotions. This pattern is consistent with motivation theories in second language acquisition, which suggest that learners in academic contexts often develop strong instrumental motivation because of the perceived value of English for academic achievement and future career opportunities (Gardner, 1985; Brown, 2007).

At the same time, the presence of integrative motivation points to learners' willingness to engage with the English language beyond purely practical goals, supporting earlier findings by Masgoret and Gardner (2003). With respect to academic emotions, the simultaneous experience of positive and negative emotions reflects Pekrun et al.'s (2002) view that students encounter a wide range of emotions in academic environments, where enjoyment and pride can coexist with feelings of anxiety and boredom. Moreover, the generally positive language learning beliefs reported by the respondents reinforce Horwitz's (2010) argument that learners' beliefs play a crucial role in shaping how they approach language learning tasks and respond to challenges.

Significance of the mediating effect of language learning belief.

The mediation analysis showed that language learning belief partially mediated the relationship between motivation and academic emotions. This suggests that motivation alone does not automatically translate into learners' emotional experiences, as learners' belief systems also shape these emotions. This result aligns with the Control-Value Theory of achievement emotions, which explains that emotions arise from learners' judgments about control and value within learning situations (Pekrun, 2006; Pekrun & Perry, 2014).

Although motivated students are more likely to participate actively in learning tasks, their emotional reactions depend on whether they believe they are capable of learning the language and whether their effort will result in success. The presence of partial mediation supports Frijda et al.'s (2000) view that beliefs and emotions are closely connected, with beliefs influencing how emotions are formed and managed. In this sense, language learning belief functions as a cognitive and affective pathway through which motivational orientations shape academic emotions in English language classrooms.

Participants' standpoints on the quantitative results.

Qualitative findings revealed that participants largely affirmed the quantitative results, emphasizing that their emotional experiences in English classes were shaped not only by their motivation but also by their beliefs about language learning difficulty, aptitude, and effort. Students who reported strong motivation but held unrealistic or negative beliefs about language learning described experiencing anxiety, frustration, and self-doubt, echoing Horwitz's (2010) observation that maladaptive beliefs can undermine learner confidence and engagement. Conversely, participants with positive beliefs viewed challenges as part of the learning process and associated their efforts with enjoyment and pride, supporting Puchta's (2011) claim that constructive beliefs sustain motivation and emotional resilience. These standpoints reinforce Barcelos's (2015) view that beliefs and emotions are embedded in learners' identities and classroom experiences, shaping how they interpret success, failure, and instructional demands.

How qualitative results explain the quantitative findings.

The combined analysis of the qualitative and quantitative findings showed that language learning belief acts as an explanatory link between motivation and academic emotions. The qualitative accounts helped explain why students with high levels of motivation did not consistently report positive emotional experiences, revealing that learners' beliefs shaped how motivation was transformed into emotional responses. This interpretation is consistent with Dewaele's (2018) view that emotions in language learning are influenced by context and mediated by learners' personal interpretations of their experiences.

In addition, the process of connecting and merging the data strands supports Pekrun et al.'s (2002) claim that both individual characteristics and situational evaluations influence academic emotions. By illustrating how language learning beliefs affect emotional outcomes even when motivation is strong, the study builds on earlier bivariate research (King, 2019; Pekrun, 2002) and offers empirical evidence for examining motivation, belief, and emotion within a unified mediation framework, particularly among senior high school students in the Philippine context.

Conclusions

This study concludes that senior high school students' academic emotions in English classes are shaped not solely by their motivational orientations but significantly by their language learning beliefs, which partially mediate the relationship between motivation and emotional experiences. While both instrumental and integrative motivation contribute to students' engagement, motivation alone is insufficient to guarantee positive academic emotions unless learners hold adaptive beliefs about language learning, effort, and capability, supporting the propositions of Control-Value Theory and prior work on the interdependence of beliefs, emotions, and motivation (Pekrun, 2006; Frijda et al., 2000; Barcelos, 2015).

Based on these findings, it is recommended that English language teachers move beyond motivation-enhancement strategies and explicitly address learners' belief systems through reflective activities, metacognitive instruction, and feedback that normalizes difficulty and effort in language learning. Schools and curriculum planners should integrate affective and belief-oriented components into English programs to foster emotional resilience and sustained engagement. Future research may extend this mediation framework by employing longitudinal designs or exploring additional cognitive-affective variables to further elucidate the dynamic interplay among motivation, beliefs, and academic emotions in diverse learning contexts.

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