



Research Article

Exploring the Academic Journey: The Lived Experiences of Senior High School Students on Teacher Support

Bernadette A. Mirafuentes¹ , Cristina Bella C. Aldeguer² , Jonah Kieth G. Lopezcillo³ , Gero Adrian O. Guilaran⁴ , Mariell Gaile E. Pagal⁵ , Nicole Niña T. Falcon⁶ , Angela A. Cabrillos⁷ , Ystellah Bisaya⁸ , DG Juan Pascua⁹ , Mariel M. Acosta, LPT, MAED^{10*}



¹⁻¹⁰St. Mary's College of Tagum, Inc., Magugpo East, National Highway, Tagum City, Philippines

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ABSTRACT



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This qualitative-phenomenological study examined the lived experiences of Senior High School students regarding teacher support in their academic journey. Using a purposive sampling technique, a total of ten Senior High School students participated in in-depth interviews and focused group discussion, providing a comprehensive understanding of their perspectives. Through thematic analysis, key themes emerged, including direct teacher guidance and encouragement, creating an inclusive learning environment, and enhancing academic motivation through teacher influence. Participants emphasized that teachers' positive reinforcement, clear guidance, and equitable treatment played a crucial role in enhancing their confidence and academic motivation. However, challenges such as inconsistent feedback, lack of personalized attention, and perceived teacher biases were also identified, leading to fluctuations in students' motivation levels. The study highlights the importance of adaptive teaching methods, timely and constructive feedback, and stronger teacher student relationships in fostering a supportive learning environment.

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1. INTRODUCTION

Senior high school students often experience varying levels of teacher support, which can significantly influence their academic motivation. Some students experience their teachers' guidance as a source of encouragement and inspiration, while others feel a lack of support, leading to decreased motivation and engagement. These differences in experience can affect students' academic performance, classroom participation, and overall learning experience. Therefore, understanding how students experience teacher support and its role in shaping their academic motivation is crucial for fostering a positive and effective learning environment.

In Malaysia, research guided by the self-system process model revealed that perceived teacher support played a critical role in academic success, particularly among upper-secondary students, highlighting that supportive teacher practices could foster higher engagement and better course grades (Tao et al., 2022). However, in Indonesia, Kamila and Unsiah (2024) found that students in public schools experienced a lack of teacher support and encouragement in their classrooms, which hindered their academic motivation. Similarly, in Thailand, a study conducted by Vibulphol (2025) highlighted that while some teachers employed autonomy-supportive strategies that

nurtured student motivation, others relied heavily on controlling methods, which negatively impacted students' motivation and learning.

In the Philippines, the role of teacher support in shaping academic motivation is widely recognized. A study in Negros Occidental revealed that public school students often lack motivation due to distractions in their learning environment (Beboso & Bual, 2022). Their study assessed motivation in areas such as intrinsic and extrinsic goal orientation, task value, and teacher support, highlighting the significant influence of teacher support on students' academic performance and engagement. Similarly, research conducted by Garcia and Nuguid (2021) at a public school in Laguna found that both intrinsic and extrinsic motivation among senior high school students were significantly influenced by teachers' methods of motivation.

In the context of Davao del Norte, educators often face challenges with demotivated students who may exhibit unwanted behaviors such as restlessness, a lack of concentration and feedback, and inappropriate classroom activities. Moreover, at one of the public high schools in Carmen, Davao del Norte, observations showed that most of the learners were not motivated, especially if the teacher handling the class could not meet their expectations. As the researchers interviewed the concerned teachers, they said that most of the learners were

*Corresponding Author:

✉ mariel.acosta0314@gmail.com (M. M. Acosta)

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preoccupied with other things on their minds, including the lack of a supportive learning environment. Further, teachers expressed that one of their most frustrating challenges is motivating students to focus on their studies (Regidor et al., 2024).

Previous research has examined teacher support among younger students, such as elementary migrant children and junior high school adolescents, focusing on its impact on learning satisfaction and motivation but not addressing senior high school students, who face unique challenges as they prepare for tertiary education (Liu, 2024; Held & Mori, 2024). This study explored the experiences of senior high school students regarding teacher support and how it shapes their academic motivation. Addressing this gap is crucial, as senior high school students often struggle with academic pressures, burnout, and self-doubt, making teacher encouragement, feedback, and mentorship vital for sustaining motivation and academic success.

This phenomenological study is particularly useful in understanding how students perceive their teachers' behaviors and the ways these interactions influence their drive to learn. Insights from this research will help educators develop effective strategies to enhance student engagement, build confidence, and create supportive learning environments that foster both motivation and academic achievement.

1.1 Research Questions

The main objective of this study is to explore the experiences of senior high school students on teacher support and how it influences their academic motivation.

Specifically, this study sought answers to the following questions:

1. What are the experiences of senior high school students regarding teacher support?
2. How does teacher support shape students in their academic journey?
3. What are the insights of senior high school students on teacher support?

1.2 Review of Related Literature

This section provides the necessary and relevant studies, research and literatures related to teacher support in students' academic journey.

Experiences of Senior High School Students Regarding Teacher Support

Various studies shed light on the experiences of senior high school students regarding teacher support. In Iloilo, Rio (2021) found that students struggled with insufficient academic guidance due to teachers teaching qualitative research without adequate preparation. This lack of teacher readiness left students feeling unsupported and overwhelmed in navigating their coursework. In contrast, Soriano and Soriano (2022) in Pangasinan noted that students experienced increased engagement and academic improvement when teachers adopted a positivity approach. This method helped students build stronger relationships with their teachers and created a more encouraging learning environment. Additionally, Poblador (2023) in Cotabato Province reported that students in the Senior High School Sports Track Program benefited from teachers' use of relevant and engaging teaching practices, which made learning more enjoyable and less stressful.

In another study conducted in Bacolod, Camarines et al. (2024) discovered that senior high school students appreciated teachers who consistently provided accompaniment and guidance. This teacher involvement positively influenced their academic outcomes and boosted their confidence in tackling challenges. Similarly, it was found that students in Tagum City

felt motivated and encouraged in a supportive learning environment where teachers fostered a positive atmosphere (Sabanal et al., 2023). Meanwhile, Sales et al. (2022) noted that students in Malabon City expressed satisfaction and confidence in their academic experiences when teachers sought and implemented their feedback into curriculum improvements.

On a global scale, Vidić et al. (2023) in Croatia highlighted students' feelings of dissatisfaction during the pandemic due to the decline in teacher interaction and support, emphasizing the importance of face-to-face connection. Similarly, Federici et al. (2024) in Trondheim, Norway, reported that students felt more motivated and engaged when teachers provided emotional and instrumental support tailored to their needs. Lastly, An et al. (2022) in Hangzhou, China, revealed that students in technology-integrated classrooms valued teachers who provided timely academic and emotional support, even through online platforms, which kept them engaged despite reduced physical interaction. These experiences underscore how teacher support significantly shapes students' learning journeys, whether through emotional guidance, tailored practices, or adapting to new instructional methods.

Teacher Support in Students' Academic Journey

According to a study conducted in China by Zhou et al. (2022), perceived teacher support, particularly in areas such as autonomy, structure, and involvement, plays a significant role in fostering student motivation and engagement. By meeting students' needs for autonomy, competence, and relatedness, teachers help students cope with academic challenges and sustain their motivation. Similarly, Magwa and Mohangi (2022) in Zimbabwe demonstrated that democratic student-teacher relationships and encouragement of autonomous learning positively influence student achievement and motivation. Students who are given a voice and the freedom to learn independently develop greater resilience and active engagement in their studies. Complementing these findings, a study in China revealed that in smart classroom settings, a supportive and engaging learning environment that promotes intrinsic motivation significantly impacts students' ability to stay focused and motivated despite academic pressures (Lu et al., 2022).

In fact, Celis et al. (2023) emphasized the importance of teacher involvement in helping students in Bukidnon cope with academic challenges. Teachers who guide students in associating lessons with their experiences, monitor their progress, and provide encouragement foster an environment where students feel motivated to overcome difficulties. Additionally, Parojenog et al. (2022) found that during the pandemic, students in Zamboanga City coped with academic challenges through blended learning modalities, with teacher support playing a critical role in alleviating technical and emotional burdens. Teachers' guidance helped students manage their time effectively and find alternative solutions to academic stress. Similarly, Taola et al. (2024) underscored the influence of parental and teacher guidance for students in Basilan with OFW parents. Lacking parental presence, students relied heavily on teacher support to navigate both emotional and academic challenges, highlighting the importance of a nurturing school environment.

Furthermore, Calo et al. (2021) observed that students in Pagadian City effectively managed academic and household responsibilities through time management, an approach encouraged by teacher guidance and support. Teachers who taught effective strategies enabled students to balance multiple obligations, helping them maintain their academic motivation. Meanwhile, Lumbre (2020) highlighted that younger and less experienced teacher in Leyte often relied on peer and administrator support to manage higher-grade-level responsibilities, indirectly benefiting students through a well-

coordinated academic environment. Lastly, Mete (2021) showed that while students' coping strategies reduced stressors, teacher interventions in Turkey were essential to reinforcing self-efficacy and fostering resilience, even in challenging academic scenarios.

Insights of Senior High School Students on Teacher Support

Through consistent guidance and encouragement, teacher support plays a crucial role in enhancing students' academic motivation. In the research conducted by Gyeletschen and Gyeletschen (2022) in Bhutan, the findings highlighted that supportive teacher-student relationships are vital for fostering academic performance. Teachers who nurture positive relationships with their students create a secure and engaging environment, promoting openness and boosting motivation. Students are more likely to participate actively and show interest in subjects taught by supportive teachers, which ultimately enhances their academic achievements. Similarly, Cohen et al. (2023) emphasized the importance of teachers maintaining a need-nurturing environment to prevent drops in student motivation in Israel. The study revealed that students' experiences of their teachers' motivational styles significantly impacted their levels of engagement and amotivation throughout the school year. Furthermore, it was demonstrated in Pakistan that consistent teacher communication and the creation of a conducive learning environment positively influenced secondary students' academic performance, underscoring the critical role of interpersonal relationships in fostering academic success (Shakir & Kiazai, 2023).

Moreover, Valdez et al. (2024) found that a positive experience of the teacher-student relationship climate (PTSRC) reduced student amotivation in Canada. This positive climate encouraged students to discover their academic purpose, helping to mitigate the typical decline in motivation during high school years. In Ghana, Mahama et al. (2024) explored the interplay between students' creativity, curiosity, and motivation, revealing that teacher-driven academic motivation is closely linked to enhanced student curiosity and innovative behaviors. In China, Shen et al. (2024) established that emotional support from teachers positively impacts students' academic engagement. The study found that teacher-provided emotional support enhances positive academic emotions, which in turn strengthen engagement, particularly when mastery-approach goals are pursued.

Additionally, a study conducted by Raboca and Carbunarean (2024) in Romania further reinforced the link between faculty support and academic motivation, demonstrating that psychological and functional support from teachers can enhance intrinsic motivation while reducing academic disengagement. Similarly, another study in China conducted by An et al. (2022) highlighted that teacher support not only directly influences student engagement but also indirectly promotes motivation, showcasing the mediating role of student motivation. Lastly, in Lithuania, Brandisauskiene et al. (2021) emphasized that strong teacher-student relationships are instrumental in enhancing both academic motivation and engagement, further validating the indispensable role of teacher support in shaping students' academic success.

In conclusion, the significance of this study is reinforced by various research findings that highlight the crucial role of teacher support in shaping students' academic motivation. Literature from diverse scholars reveals that teacher support, whether emotional, academic, or instrumental, directly influences students' engagement, resilience, and overall learning experience. Studies demonstrate that when teachers provide consistent guidance, foster positive relationships, and tailor their support to students' needs—such as integrating feedback, promoting autonomy, and adapting to technology-enhanced learning—students exhibit higher motivation and improved

academic performance. Furthermore, teacher involvement is particularly vital in helping students navigate academic stress, lack of parental presence, and blended learning environments. However, while teacher support significantly enhances student motivation, its effectiveness is also shaped by individual student factors, including their willingness to engage, experience of support, and personal drive to succeed. These insights underscore the dynamic interplay between teacher guidance and student motivation, emphasizing the need for supportive learning environments that cater to students' evolving academic and emotional needs.

1.3 Theoretical Lens

This study is anchored on the following concepts and studies:

Adams' Equity Theory of Motivation, developed by John Stacey Adams (1963), explains the first research question by examining how students perceive fairness in their experiences of teacher support. In the context of this study, when students evaluate whether their academic efforts are matched with fair recognition, guidance, and feedback from teachers, they feel valued and supported, which encourages them to stay engaged and motivated. Conversely, when students sense that their efforts are not adequately acknowledged or reciprocated, they may feel dissatisfied, leading to reduced engagement.

Another theory that supports this study is the Self-Determination Theory (SDT) by Edward Deci and Richard Ryan (2000). This theory is used in this study to address the second research question by explaining how teacher support enhances academic motivation through fostering independent learning, offering constructive feedback that boosts confidence, and building strong, trusting relationships that nurture intrinsic motivation. When students feel empowered to make choices, capable in their abilities, and connected to their teachers, they are more resilient in facing academic challenges and remain engaged in their learning journey.

This study is also grounded in the Expectancy-Value Theory developed by Jacquelynne Eccles and Annette Wigfield (2000). This theory addresses the third research question as it explains students' insights on teacher support in their academic journey. When teachers express confidence in students' potential and highlight the worth of their academic tasks, students develop higher expectations of success and greater appreciation for learning, which in turn fuels their drive to achieve.

2. METHOD

This chapter focused on the methodology applied to this qualitative phenomenological study. In particular, the research design, research participants, data sources, data collection procedures, data analysis, and ethical considerations were discussed.

2.1 Research Design

This study employed a qualitative approach within a phenomenological research design.

Qualitative research is a type of research that explores and provides deeper insights into real-world problems (Korstjens & Moser, 2022). In addition, according to Tenny et al. (2022), qualitative research gathers participants' experiences, perceptions, and behavior. It answers the 'hows' and 'whys' instead of 'how many' or 'how much'.

Moreover, the phenomenological approach was specifically chosen as it focused on studying the lived and shared experiences of a common group to identify a phenomenon. The researcher collected interviews from individuals who have a common experience and explored how the participants experienced the same event (McKoy, 2023). The set design is appropriate considering that this study intended to deeply understand people's experiences, especially those of senior high

school students regarding teacher support in their academic journey.

2.2 Research Participants

The phenomenological investigation involved ten (10) senior high school students from various strands at a private school in Tagum City, Davao del Norte, who shared their experiences with teacher support and its influence on academic motivation. All participants joined a focus group discussion, and five also underwent in-depth interviews for deeper insights. The sample size was guided by Burnam (2022), who suggested that qualitative research is effective with 5 to 10 participants for topics requiring depth. Participants were selected through purposive sampling, a method commonly used in qualitative research to select individuals most likely to provide relevant information (Ahmad & Wilkins, 2024; Campbell et al., 2020). This approach ensured the inclusion of students who could offer diverse perspectives on how teacher support impacts academic motivation.

The student participants were chosen using the following inclusion criteria: (1) had to be officially enrolled as a senior high school student in a private school in Tagum City, Davao del Norte; (2) had to be from any strand under the Senior High School program; (3) had to have experiences related to teacher support in their academic journey.

2.3 Data Sources

According to Lim (2024), qualitative research uses data sources such as interviews, focus group discussions, and observations to provide insights into participants' lived experiences. In this study, data were gathered through in-depth interviews and a focus group discussion at a private school in Tagum City. As Rutledge and Hogg (2020) explain, in-depth interviews allow for detailed exploration of individual perspectives, which helped the researchers capture students' personal experiences and challenges. Meanwhile, focus group discussions, as described by Bachtiar et al. (2024), encouraged collaborative sharing of ideas, revealing common themes and collective insights on teacher support and its impact on motivation. Secondary sources were also used to support the study, including articles, journals, and books that interpret or review previous research (Harvard Library, 2024).

2.4 Data Gathering Procedure

To explore the experiences of senior high school students regarding teacher support in their academic journey, the researchers followed a structured and ethical data collection process. Approval was obtained from the Research Adviser, SHS Focal Person, BED Principal, school attorney, Vice President for Academic Affairs, and School President. An interview guide was validated to ensure alignment with the research objectives. Informed consent was secured from participants and, for minors, from their parents or guardians through signed consent forms.

Prior to data collection, a pre-interview orientation was conducted to clarify procedures and address concerns. Data were gathered through a focus group discussion with all ten participants and in-depth interviews with five of them, using a semi-structured interview guide. Sessions were scheduled based on availability, lasted about an hour, and were recorded with consent while researchers also took notes. All recordings were transcribed verbatim and securely stored in a password-protected file accessible only to the research team for thematic analysis.

2.5 Data Analysis

After data collection, all interviews were transcribed and translated into English. The data were analyzed using thematic analysis, as described by Braun and Clarke (2012), which

involves identifying and interpreting patterns in qualitative responses. The process followed six phases: familiarization with the transcripts, generating initial codes, searching for themes, reviewing themes, defining and naming them, and producing the final report. Researchers thoroughly read and reviewed the transcripts, highlighted key phrases, and grouped related codes into themes reflecting students' experiences with teacher support and its impact on academic motivation. Irrelevant data were removed to maintain accuracy and validity. The final themes were clearly defined and supported by direct student quotes in the report.

2.6 Ethical Consideration

The primary consideration of this investigation will be the senior high school students in a private school in Tagum City. The researchers will guarantee their well-being, give full security and will not lose their trust by adhering to moral principles in the conduct of this investigation. Moreover, the ethical norms stipulated in Belmont Report of National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1978), respects for people, beneficence, and justice were strictly observed.

This study held social value by aiming to improve understanding of how teacher support influences senior high school students' academic motivation. By exploring their lived experiences, the findings offered insights that could inform teacher practices, school programs, and interventions to foster supportive learning environments. These contributions justified involving student participants.

Informed consent was obtained from all participants and their parents/guardians before data collection. Participants received clear information about the study's purpose, procedures, risks, and their right to withdraw at any time. Consent forms were signed by both students and parents/guardians, and participation was entirely voluntary.

Since students were considered a vulnerable group, care was taken to minimize emotional discomfort. Interview and discussion questions were carefully designed to avoid sensitive or distressing content. Participants were allowed to skip questions or withdraw at any time, and referrals to counseling services were available if needed.

The main risk was potential emotional discomfort during interviews. To address this, researchers created a supportive environment and emphasized the voluntary nature of participation. Benefits included contributing to strategies for improving teacher support and student motivation, while risks were kept minimal through careful planning.

All data were anonymized, with participants assigned pseudonyms. Identifying details were removed, and data were stored securely in password-protected files accessible only to the research team. Findings were reported in aggregate form, ensuring no participant could be identified.

Justice was ensured through fair and unbiased participant selection using purposive sampling based on research relevance. All participants were treated equally regardless of gender, academic performance, or background. They faced no financial burden and received tokens of appreciation for their time and effort.

Participants were fully informed about the study's objectives, process, and use of data during the consent process. They were given the option to access the results after completion. All data and findings were analyzed and reported accurately, and the research process underwent expert validation for credibility.

The research team possessed the necessary training and skills, guided by an experienced research adviser—a Licensed Professional Teacher handling Practical Research 1 & 2. Some researchers had prior experience from previous research projects, ensuring competence in conducting the study.

Researchers had access to the necessary facilities and tools, including a school library, online databases, laptops, internet, and audio-recording equipment. Appropriate approvals from school authorities ensured compliance with institutional standards during data collection.

The school community, including administrators, teachers, and students, contributed to refining the study through feedback and validation. Results were shared with relevant stakeholders, including school officials and education offices, to inform programs that enhance teacher support and student motivation.

As adherence to RA 10173 or also known as the Data Privacy Act of 2012, the researcher ensured that all data and information would be protected. During the in-depth interviews and focus group discussions, respondents were encouraged to participate in a private and comfortable setting to maintain confidentiality and openness. Only the researchers had access to the audio recordings, transcripts, and notes, all of which were securely stored in password-protected electronic files. The information collected was used solely for the purpose of this research study and treated with the highest level of confidentiality.

3. RESULTS

This section presents the experiences of senior high school students regarding teacher support in their academic journey, the challenges they face in the presence or absence of such support, their coping strategies, and their personal insights and reflections. The findings were drawn from the information gathered through in-depth interviews and focus group discussions.

Experiences of Senior High School Students Regarding Teacher Support

After analyzing the insights and reflections of the participants regarding teacher support in shaping their academic motivation, three (3) major themes emerged: a) direct teacher guidance and encouragement; b) recognition and reinforcement of effort; and c) fairness and equal teacher support. Table 1 presents the major themes and core ideas that encapsulate the experiences of senior high school students in relation to teacher support.

Table 1. Experiences of Senior High School Students Regarding Teacher Support

THEMES	CORE IDEAS
Direct Teacher Guidance and Encouragement	<ul style="list-style-type: none"> • Providing guidance and mentorship • Fostering holistic student development • Encouraging students emotionally
Recognition and Reinforcement of Effort	<ul style="list-style-type: none"> • Recognizing extra effort and dedication • Reinforcing positive behavior and effort • Offering individualized support to students
Fairness and Equal Teacher Support	<ul style="list-style-type: none"> • Ensuring fairness and unbiased treatment • Rewarding students based on grades • Displaying favoritism toward certain students

Direct Teacher Guidance and Encouragement

Students described teacher support as going beyond classroom instruction, emphasizing how teachers' mentorship, motivation, and emotional reassurance positively influenced their learning. They appreciated teachers who took extra time to explain difficult lessons, stayed after class to provide help, and offered words of encouragement during academic or personal struggles. Such efforts created a positive environment that strengthened their confidence and persistence in overcoming challenges.

Recognition and Reinforcement of Effort

Acknowledgment of effort emerged as a strong motivator, as learners shared how praise, affirmations, and small gestures of appreciation from teachers encouraged them to work harder. This recognition not only boosts their self-confidence but also encourages them to continue striving for academic success. Many expressed that being noticed for their hard work, regardless of the outcome, makes them feel valued and fuels their perseverance in their studies.

Fairness and Equal Teacher Support

Interview responses also pointed out how experiences of fairness greatly influence academic motivation. While some felt their teachers treated everyone equally and supported all learners, others noticed favoritism toward high-achieving students, which discouraged those who felt overlooked. These perspectives underscore the need for balanced and unbiased teacher support to create an inclusive environment where all students feel motivated to succeed.

Teacher Support in Students' Academic Journey

After analyzing the different ways teachers contribute to student motivation, three (3) major themes emerged: a) positive teaching strategies as a form of motivation; b) building confidence and personal growth; and c) creating an inclusive learning environment. These themes highlight the essential role of teacher support in fostering a positive academic experience for students. Table 2 presents the different strategies and approaches used by teachers to enhance student motivation and engagement.

Table 2. Teacher Support in Students' Academic Journey

MAJOR THEMES	CORE IDEAS
Positive Teaching Strategies as a Form of Motivation	<ul style="list-style-type: none"> • Balancing teaching approaches • Encouraging motivation for improvement • Developing leadership skills
Building Confidence and Personal Growth	<ul style="list-style-type: none"> • Overcoming initial hesitation and self-doubt • Building confidence • Fostering personal growth
Creating an Inclusive Learning Environment	<ul style="list-style-type: none"> • Creating a sense of belongingness • Cultivating a positive learning environment • Providing constructive feedback

Positive Teaching Strategies as a Form of Motivation

Interviews revealed that positive teaching strategies, such as balancing guidance with independence, offering emotional support, and providing constructive feedback, play a key role in sustaining students' motivation. Learners valued teachers who encouraged improvement while allowing them space to grow, as well as those who shared personal experiences that inspired perseverance. Additionally, teacher efforts to develop leadership skills through active participation in school activities further enhanced students' drive to succeed.

Building Confidence and Personal Growth

Findings showed that teacher encouragement is instrumental in helping students overcome self-doubt and build resilience. Supportive teachers who offer opportunities like public speaking and other confidence-building activities enable learners to develop self-belief and cope with academic and social challenges more effectively. These experiences contribute to both personal growth and a stronger motivation to achieve.

Creating an Inclusive Learning Environment

A supportive and inclusive learning environment plays a crucial role in students' motivation, participation, and overall

academic success. The interviews conducted highlight key aspects of fostering such an environment: creating a sense of belonging, cultivating a positive learning atmosphere, and providing constructive feedback. When teachers actively engage with students, show empathy, and encourage participation, students feel valued and motivated. Additionally, constructive feedback also serves as an essential tool for growth and learning.

The Insights of Senior High School Students on Teacher Support

After closely analyzing the insights of senior high school students regarding teacher support, three (3) major themes emerged: a) strengthening student engagement and growth; b) equipping students for future success; and c) enhancing academic motivation through teacher influence. Table 3 presents the insights of senior high school students on the role of teacher support in shaping their academic motivation.

Table 3. The Insights of Senior High School Students on Teacher Support

MAJOR THEMES	CORE IDEAS
Strengthening Student Engagement and Growth	<ul style="list-style-type: none"> • Encouraging academic engagement • Strengthening student confidence • Supporting holistic student growth
Equipping Students for Future Success	<ul style="list-style-type: none"> • Preparing students for future careers • Applying knowledge to real life • Inspiring students through mentorship
Enhancing Academic Motivation Through Teacher Influence	<ul style="list-style-type: none"> • Enhancing motivation through feedback • Providing emotional support • Promoting fairness and inclusivity

Strengthening Student Engagement and Growth

According to the students interviewed, teacher support plays a vital role in fostering academic motivation and engagement. Teachers' encouragement helps students strive for excellence, boosts their confidence, and contributes to their holistic growth. Many students noted that having supportive teachers motivates them to improve their performance while also reducing the stress associated with academic challenges. Additionally, teacher support nurtures a learning environment where students feel seen, heard, and encouraged to push through difficulties.

Equipping Students for Future Success

According to the students interviewed, teacher support plays a crucial role in shaping their academic motivation and preparing them for the future. Students expressed that teacher not only help them excel in academics but also guide them toward real-life applications of their knowledge. By connecting classroom lessons to future careers, providing mentorship, and offering encouragement, teachers inspire students to strive for success beyond school. Many students acknowledged that their teachers' insights, motivation, and personal experiences contribute significantly to their growth as individuals and future professionals.

Enhancing Academic Motivation Through Teacher Influence

Senior high school students recognize teacher support as a vital factor in shaping their academic motivation. They emphasized that receiving constructive feedback, emotional encouragement, and fair treatment significantly influences their drive to excel in school. When teachers actively provide guidance, acknowledge students' efforts, and treat all students equally, learners feel more motivated and appreciated. Conversely, a lack of teacher involvement can lead to feelings of discouragement and diminished motivation.

4. DISCUSSION

4.1 Experiences of Senior High School Students Regarding Teacher Support

The study gathered insights from senior high school students about how they experienced the support given by their teacher. From their perspectives, three (3) major themes emerged: (a) direct teacher guidance and encouragement, (b) recognition and reinforcement of effort, and (c) fairness and equal teacher support.

Direct Teacher Guidance and Encouragement

Students shared that teacher support goes beyond delivering lessons, as guidance, mentorship, and emotional encouragement significantly influence their motivation and growth. Teachers who take time to explain lessons, provide career and personal advice, and listen to students' concerns create an environment where learners feel supported and valued. Olmstead (2024) noted that mentorship greatly impacts students' academic and personal trajectories, motivating them to achieve greater success. Kumar (2025) emphasized that educators who support not only academics, but also emotional, social, and moral growth help students flourish in all aspects of life. Similarly, Yang et al. (2021) found that emotionally supportive teacher-student relationships enhance motivation and engagement, allowing learners to develop confidence and a positive attitude toward learning.

Recognition and Reinforcement of Effort

Acknowledgment of student effort emerged as a strong motivator, with students expressing that praise, feedback, and even small gestures of appreciation encourage them to work harder and persevere. Mlynski et al. (2025) highlighted that consistent recognition fosters a positive learning mindset, making students more persistent in their studies. Reinforcement strategies, such as immediate feedback and rewards, were also identified as powerful tools to maintain focus and discipline. Diaz de Villegas et al. (2024) supported this by showing that structured reinforcement significantly improves concentration and positive academic behaviors. Additionally, individualized support, including tailored feedback and one-on-one mentoring, was seen as crucial in helping students overcome challenges. Dietrich et al. (2021) found that personalized approaches enhance engagement and confidence, allowing students to become more independent in their learning.

Fairness and Equal Teacher Support

Students emphasized that fairness in teacher support is crucial in maintaining their motivation and participation, while perceived bias can discourage and demotivate them. Some participants shared that equal treatment strengthened their engagement, while favoritism toward high achievers left others feeling excluded. Lumbre (2020) explained that factors such as large class sizes and limited resources often make it challenging for teachers to provide equal support to all students. Zaki et al. (2023) observed that favoritism negatively impacts self-esteem and participation, as it can lead to feelings of insecurity and low motivation. Furthermore, Qasseras et al. (2023) argued that an overemphasis on grades increases pressure and discourages intrinsic learning, highlighting the importance of diverse recognition methods to create a supportive and inclusive classroom environment.

4.2 Teacher Support in Students' Academic Journey

The senior high school students involved in the study shared their perspectives on the support provided by their teachers throughout their academic journey. From their honest reflections, three (3) major themes emerged: (a) positive teaching strategies as a form of motivation, (b) building

confidence and personal growth, and (c) creating an inclusive learning environment.

Positive Teaching Strategies as a Form of Motivation

Students shared that teacher who use varied strategies—such as clear instructions, constructive feedback, and continuous encouragement—greatly influence their motivation and academic success. They appreciated teachers who balanced independence with guidance, helping them develop resilience and a growth mindset. Consistent support, as described by participants, boosted their confidence and willingness to participate actively in class. Research highlights those motivational strategies, including fostering positive relationships and reinforcing effort, improve student engagement and learning outcomes (Mauludin et al., 2023). Likewise, regular guidance and positive reinforcement were shown to increase students' willingness to study and learn from mistakes (Hellín et al., 2023). Teachers also played a role in developing students' leadership potential by giving them responsibilities and mentorship opportunities, which enhanced their communication and decision-making skills (Yu & Mhunpiew, 2022).

Building Confidence and Personal Growth

Teacher support was identified as a key factor in helping students overcome self-doubt, build confidence, and achieve personal growth. Many students recalled moments when teacher encouragement—through patient guidance, fair grading, and positive reinforcement—transformed their fear of failure into a willingness to take risks. Supportive relationships, where teachers acknowledged personal effort and engaged in meaningful dialogue, empowered students to become proactive and self-motivated learners. This approach aligns with findings that growth mindset language reduces academic disparities and improves learning outcomes (Handa et al., 2023) and that teacher support strengthens motivation and achievement, especially when students adopt a growth mindset (Liu et al., 2021). Furthermore, by nurturing autonomy, competence, and relatedness, teachers help students develop resilience, independence, and long-term self-regulation (Palos et al., 2020).

Creating an Inclusive Learning Environment

Students emphasized that feeling valued and respected in the classroom strongly motivates them to engage and succeed academically. Teachers who create welcoming spaces, promote diversity, and build positive relationships help students develop a strong sense of belonging. Participants shared those approachable teachers who encourage open communication make learning more enjoyable and meaningful. Research supports this, showing that positive emotional connections with the school environment foster perseverance and motivation (Osterman, 2023). High-quality teacher-student relationships were also found to enhance classroom atmosphere and student cooperation (NSW Department of Education, 2023). Furthermore, students highlighted the importance of constructive feedback, noting that well-delivered comments helped them recognize areas for improvement and fueled their determination to excel. Effective feedback strengthens engagement, belonging, and persistence, particularly when it focuses on effort and growth (Gan et al., 2021).

4.3 The Insights of Senior High School Students on Teacher Support

After reflecting on the participants' experiences and perspectives regarding teacher support, their insights emphasized the significance of encouragement, guidance, and a positive learning environment in fostering overall academic growth. From their responses, three (3) major themes emerged, namely: (a) strengthening student engagement and growth, (b)

equipping students for future success, and (c) enhancing academic motivation through teacher influence.

Strengthening Student Engagement and Growth

Students emphasized that engaging teaching methods, such as interactive discussions and hands-on activities, make learning more enjoyable and increase their motivation to participate actively. They noted that constructive feedback and recognition of small achievements further boost their confidence and willingness to engage. This aligns with findings that student-centered learning approaches enhance engagement and academic performance (Siregar et al., 2024) and that supportive environment combined with consistent encouragement foster resilience and a growth mindset (Chu, 2022). Beyond academics, participants valued opportunities that promoted holistic development, including extracurricular activities and real-world learning experiences, which helped them build essential life skills. These perspectives reflect research showing that holistic education strengthens interpersonal skills, resilience, and social responsibility, contributing to long-term success (Kell et al., 2023).

Equipping Students for Future Success

Students shared that teachers play an essential role not only in teaching academic content but also in preparing them for their future careers and life beyond school. Many described teachers as mentors who guide their decision-making, help them develop critical skills, and connect classroom learning to real-world contexts. Research supports that teacher motivation is integral to shaping training and policies that prepare students for future challenges (Marina et al., 2022). Participants also appreciated teachers who incorporated life lessons into instruction, making education more relevant to their future paths, a point echoed by O'Neill and Short (2023), who stressed the value of authentic teaching methods in enhancing employability. Furthermore, mentorship was seen as vital in equipping students with organization, discipline, and productivity, with findings showing that such guidance fosters authentic learning experiences and real-world career readiness (Siegle et al., 2021).

Enhancing Academic Motivation Through Teacher Influence

Teacher influence was highlighted as a critical factor in boosting students' academic motivation, with students stressing the value of recognition, encouragement, and a supportive classroom atmosphere. Constructive feedback was particularly impactful, as it reinforced their confidence and motivated them to improve, consistent with findings that teacher responsiveness enhances satisfaction and performance (Sales et al., 2022). Students also pointed out that fairness and inclusivity in teacher interactions increase their confidence and drive to learn, supporting research that shows equitable treatment positively affects academic achievement while bias hinders motivation (Kaufman & Killen, 2022). Finally, participants noted that emotional support from teachers nurture self-belief and resilience, helping them remain motivated despite challenges. This reflects findings that psychological and functional teacher support strengthens intrinsic motivation and reduces disengagement (Raboca & Carbunarean, 2024).

5. CONCLUSION AND RECOMMENDATIONS

Overall, the study explored the lived experiences of senior high school students regarding teacher support. Specifically, emotional, instructional, and motivational support from teachers significantly enhances students' enthusiasm for learning, confidence, and perseverance. Direct guidance, encouragement, recognition of effort, and fairness were identified as key factors in fostering academic success and personal growth. When teachers create an inclusive

environment, provide constructive feedback, and treat all students equitably, they strengthen both motivation and emotional well-being. Based on the results, this study recommends that schools strengthen teacher-student relationships by promoting practices that enhance both academic and emotional support. Teachers should adopt strategies that balance guidance with autonomy, recognize and reinforce students' efforts, and ensure fairness in classroom interactions. Finally, future research should examine the long-term impact of teacher support on students' personal growth and career development to guide more effective educational practices.

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