

Perceived Support, Language Learning Motivation and Oral Performance Among Freshmen College Students

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Abstract

This study examined the relationships among perceived support system, language learning motivation, and self-confidence in oral performance among teacher education students in selected private higher education institutions in Laguna and Cavite, Philippines. Anchored on Vygotsky's Sociocultural Theory, Gardner's Socio-Educational Model, Ryan and Deci's Self-Determination Theory, and Bandura's Self-Efficacy Theory, the study investigated how social support and language learning motivation contribute to students' confidence in oral communication. A quantitative, descriptive-correlational research design was employed involving 200 teacher education students selected through stratified random sampling. Data were collected using a validated researcher-made questionnaire consisting of 35 items, and descriptive statistics, Pearson's correlation coefficient, and multiple linear regression analysis were used for data analysis. The findings revealed that respondents demonstrated a strong perceived support system, a very high level of language learning motivation, and a very high level of self-confidence in oral performance. Teacher support emerged as the strongest source of perceived support, followed by peer support, while family support showed the least influence. Significant positive relationships were found among perceived support system, language learning motivation, and self-confidence in oral performance. Furthermore, both perceived support system and language learning motivation significantly predicted self-confidence in oral performance, with language learning motivation identified as the stronger predictor. The findings underscore the importance of fostering supportive learning environments and strengthening students' motivation to enhance oral communication confidence. Educational institutions are encouraged to promote positive teacher-student relationships, peer collaboration, and meaningful communication activities that reinforce students' intrinsic motivation and confidence in oral performance. The study supports Sustainable Development Goal (SDG) 4: Quality Education and SDG 8: Decent Work and Economic Growth by promoting communication competence, confidence, and professional readiness among future educators. The findings also contribute to educational, institutional, community, and socio-economic sustainability by providing evidence to guide learner-centered interventions that strengthen motivation, confidence, and oral communication competence.

Keywords: Language Learning Motivation, Oral Communication, Perceived Support System, Self-Confidence, Teacher Education Students

1. Introduction

Oral communication competence is an essential skill for teacher education students because it directly influences instructional effectiveness, classroom interaction, learner engagement, and future professional practice. Despite its importance, many pre-service teachers continue to experience challenges in communicating confidently in English, particularly during oral presentations and classroom discussions. Existing literature indicates that social and psychological factors, particularly perceived support systems and language learning motivation, influence learners' confidence and oral communication performance. Although these variables have been examined separately, limited studies have investigated their combined relationships among teacher education students in the Philippine context. This study therefore examines the relationships among perceived support system, language learning motivation, and self-confidence in oral performance to provide evidence that may strengthen language learning and teacher education.

1.1 Background of Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance among Freshman College Students

Oral communication competence is fundamental to effective teaching because it enhances classroom instruction, learner engagement, and professional effectiveness. Strong communication skills contribute to improved teaching performance and confidence in both academic and professional settings (Aliazas & Velasco, 2023; Astrero et al., 2024). Nevertheless, many teacher education students continue to encounter difficulties in speaking English confidently during classroom

discussions and oral presentations. Research indicates that social and psychological factors significantly affect oral communication performance. Support from teachers, peers, and family provides encouragement, constructive feedback, and opportunities for interaction that strengthen communication confidence (Vygotsky, 1978; Malmström & Öqvist, 2025). Likewise, language learning motivation promotes learner engagement, persistence, and communication competence (Ryan & Deci, 2020; Zhang et al., 2024). Although previous studies have explored these variables independently, limited evidence exists regarding their combined influence among teacher education students in the Philippine context, justifying the need for the present investigation.

1.2 Themes and Insights on Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance

The literature consistently identifies perceived support systems, language learning motivation, and self-confidence as major determinants of oral communication performance. Perceived support systems, grounded in Vygotsky's (1978) Sociocultural Theory, emphasize that learning develops through social interaction, guidance, and collaboration. Teacher, peer, and family support positively influence learners' motivation, engagement, confidence, and communication performance (Huang and Zhang, 2021; Tapado, 2025; Cancio and Maglasang, 2025; Abad Santos et al., 2023). Teacher and peer support are particularly influential in higher education because they provide direct feedback and authentic communication opportunities, while family support serves as a foundation for encouragement (Lee et al., 2022; Gallardo and Chavez, 2022). Language learning motivation is explained by Gardner's (1985) Socio-Educational Model and Ryan and Deci's (2020) Self-Determination Theory, which recognize the complementary roles of intrinsic and extrinsic motivation in sustaining learner engagement. Contemporary literature further emphasizes that motivation remains a dynamic construct that integrates both personal and contextual influences on learning and academic performance (Marafiotte, 2025). Intrinsic motivation promotes enjoyment, interest, and self-directed learning, whereas extrinsic motivation is strengthened by academic expectations and career goals (Arenal et al., 2025; Sun & Mu, 2023). The interaction of both motivational dimensions enhances communication performance and language acquisition (Zhang et al., 2024; Al-Hoorie et al., 2021). Self-confidence in oral performance is anchored in Bandura's (1997) Self-Efficacy Theory, which explains that confidence shapes learners' willingness to communicate, persistence, and speaking performance. Students with higher self-confidence participate more actively in oral communication and are better able to overcome communication anxiety (MacIntyre & Gardner, 1994; Pramadanti & Achmadi, 2025). Purpose, persistence, supportive learning environments, and motivation further strengthen communicative competence (Sun & Mu, 2023; He et al., 2025; Lee & Drajiati, 2019).

1.3 Local, National, and Global Context of Perceived Support System, Language Learning Motivation, and Oral Communication among Freshman College Students

Globally, oral communication competence is recognized as an essential outcome of language education because it supports academic achievement, employability, and professional success. International research consistently demonstrates that supportive learning environments and learner motivation improve communication competence and confidence (Huang and Zhang, 2021; Ryan & Deci, 2020; Zhang et al., 2024). Within the Philippine setting, effective English communication remains a priority in teacher education because future educators are expected to demonstrate competence in classroom instruction. However, many pre-service teachers continue to experience communication difficulties despite formal language instruction. This highlights the importance of understanding how perceived support systems and language learning motivation contribute to self-confidence in oral performance among teacher education students.

1.4 Theoretical and Conceptual Basis of Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance

The study is anchored on Vygotsky's (1978) Sociocultural Theory, Gardner's (1985) Socio-Educational Model, Ryan and Deci's (2020) Self-Determination Theory, and Bandura's (1997) Self-Efficacy Theory. These theories collectively explain that social support enhances learning opportunities, motivation strengthens learner engagement and persistence, and self-efficacy develops confidence necessary for effective oral communication. The conceptual framework proposes three relationships: (1) perceived support system and language learning motivation, (2) perceived support system and self-confidence in oral performance, and (3) language learning motivation and self-confidence in oral performance. It assumes that supportive learning environments enhance students' motivation and confidence, thereby contributing to improved oral communication performance.

1.5 Research Gaps and Rationale on Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance among Freshman College Students

Although previous studies have established the importance of perceived support systems, language learning motivation, and communication-related outcomes, limited research has examined their combined relationships among teacher education students in the Philippine context. Existing literature primarily investigates these variables independently, leaving insufficient evidence regarding their integrated influence on self-confidence in oral performance. This study addresses this gap by examining the relationships among perceived support system, language learning motivation, and self-confidence in oral performance among teacher education students.

1.6 Alignment of the Study on Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education by supporting the development of effective communication competencies that improve teaching quality and learning outcomes. It also contributes to SDG 8 – Decent Work and Economic Growth by promoting communication competence, confidence, and motivation that enhance the professional readiness and employability of future educators.

1.7 Importance of the Study on Perceived Support System, Language Learning Motivation, and Self-Confidence in Oral Performance to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability by identifying factors that strengthen oral communication competence among future teachers. It also supports socio-economic sustainability through the preparation of competent and confident graduates for professional practice, community sustainability by promoting supportive learning environments characterized by positive teacher, peer, and family relationships, and institutional sustainability by providing evidence that may guide higher education institutions in designing learner-centered interventions that strengthen motivation, confidence, and oral communication development.

2. Material and methods

2.1 Research Design

The study utilized a quantitative, descriptive-correlational research design to examine the relationships among perceived support system, language learning motivation, and self-confidence in oral performance. The quantitative approach measured variables using numerical data for statistical analysis (Creswell, 2014; Williams, 2007). The design was descriptive because it described the three study variables and correlational because it determined their relationships without manipulating any variable (Creswell & Creswell, 2018).

2.2 Locale of the Study

The study was conducted in three private higher education institutions located in Laguna and Cavite, Philippines. These institutions served as the research sites for gathering data from teacher education students.

2.3 Respondents of the Study

The respondents consisted of 200 teacher education students enrolled in selected private higher education institutions in Laguna and Cavite, Philippines. They served as the participants in examining the relationships among perceived support system, language learning motivation, and self-confidence in oral performance.

2.4 Sample and Sampling Procedure

A stratified random sampling technique was employed to select the 200 respondents. This method ensured appropriate representation of the target population while minimizing sampling bias.

2.5 Research Instrument

Data were collected using a validated researcher-made questionnaire composed of 35 items, including 15 items on perceived support system, 10 items on language learning motivation, and 10 items on self-confidence in oral performance. The instrument underwent face and content validation by experts and was pilot-tested with 20 Criminology students. Reliability testing using Cronbach's alpha demonstrated good to excellent internal consistency, with coefficients of .875 for perceived support system, .879 for language learning motivation, and .917 for self-confidence. Responses were measured using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4), eliminating the neutral midpoint and reducing central tendency bias (Edwards, 1957).

2.6 Data Gathering Procedure

After securing approval from the Institutional Research Ethics Committee (IREC) of the University of Perpetual Help System Laguna, the researchers obtained informed consent from the participants prior to data collection. Participation was voluntary, and confidentiality and anonymity were maintained throughout the study in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). The validated questionnaires were then administered to the selected respondents following established ethical research procedures.

2.7 Data Analysis Techniques

Descriptive statistics, specifically weighted mean and standard deviation, were used to describe the levels of perceived support system, language learning motivation, and self-confidence in oral performance. Pearson's r correlation coefficient determined the relationships among the study variables, while Multiple Linear Regression Analysis identified the extent to which perceived support system and language learning motivation predicted self-confidence in oral performance and

determined the strongest predictor (MacIntyre & Gardner, 1994; Lin et al., 2025). Although the Shapiro-Wilk test indicated non-normality ($p < .001$), Pearson's correlation was retained because the sample size ($n = 200$) satisfied the Central Limit Theorem (Field, 2018; Hair et al., 2019). Linearity was verified through scatterplots, and no extreme outliers were identified based on ± 3.29 standardized scores (Tabachnick & Fidell, 2019).

2.8 Ethical Considerations

The study adhered to established ethical standards throughout the research process. Ethical clearance was obtained from the Institutional Research Ethics Committee (IREC) of the University of Perpetual Help System Laguna before data collection. Participants voluntarily participated after providing informed consent, and all collected information was treated with strict confidentiality in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173).

3. Results and Discussion

3.1 Perceived Support System

3.1.1 Family Support

Respondents perceived family support as Strong ($WM = 2.79$; $SD = .628$), indicating that they generally receive encouragement in learning English. The highest-rated indicator was receiving confidence from family when feeling anxious about speaking English ($WM = 3.00$; $SD = .777$), while parents' encouragement to speak English every day received the lowest rating ($WM = 2.49$; $SD = .755$), although it remained within the Strong level. The findings indicate that family support contributes to students' motivation and confidence in learning English. This is consistent with Gallardo and Chavez (2022), Huang and Zhang (2021), and Lee et al. (2022), who reported that supportive relationships enhance learners' motivation, confidence, well-being, and engagement. These findings affirm that family support serves as an important foundation for students' language learning and communication development.

3.1.2 Peer Support

Respondents perceived peer support as Very Strong ($WM = 3.34$; $SD = .453$), indicating that peers play an important role in language learning and oral communication. The highest-rated indicator was classmates helping respondents enjoy English learning activities ($WM = 3.42$; $SD = .588$), while feeling valued during group work received the lowest rating ($WM = 3.27$; $SD = .626$), although it was still interpreted as Very Strong. The findings indicate that peer support enhances students' confidence, motivation, participation, and oral communication while reducing speaking anxiety. This supports the findings of Tapado (2025), Abad Santos et al. (2023), and Lee et al. (2022), who found that peer interaction improves confidence, communication skills, and learner engagement. These findings underscore the importance of peer support in strengthening students' motivation, self-confidence, and oral communication skills.

3.1.3 Teacher Support

Respondents perceived teacher support as Very Strong ($WM = 3.51$; $SD = .442$), making it the highest-rated source of support for oral communication development. The highest-rated indicator was teachers providing meaningful opportunities for oral communication ($WM = 3.53$; $SD = .519$), while supportive and respectful correction of speaking mistakes received the lowest rating ($WM = 3.49$; $SD = .539$), although both remained within the Very Strong level. The findings indicate that teacher support strengthens students' confidence, motivation, participation, and oral communication skills. This is consistent with Lee et al. (2022), Bandura (1997), and Malmström and Öqvist (2025), who emphasized that teacher support and self-efficacy improve learner engagement, confidence, and communication. These findings highlight teacher support as the strongest contributor to students' language learning motivation and oral communication development.

3.1.4 Overall Perceived Support System

Overall, respondents perceived their support system as Strong ($WM = 3.21$; $SD = .387$), indicating that they receive adequate support for language learning and oral communication. Among the three domains, teacher support obtained the highest rating ($WM = 3.51$; $SD = .442$), followed by peer support ($WM = 3.34$; $SD = .453$), both interpreted as Very Strong, while family support received the lowest rating ($WM = 2.79$; $SD = .628$) but remained Strong. The findings indicate that school-based support has a greater influence on students' confidence and communication skills than family support. This is consistent with Maglasang and Cancio (2025), who found that teachers and peers enhance students' motivation, engagement, and confidence through classroom interaction. The findings further suggest that teacher and peer support are the strongest contributors to language learning motivation and oral communication confidence, while family support continues to provide an important foundation for students' communication development.

3.2 Language Learning Motivation

3.2.1 Intrinsic Motivation

Respondents demonstrated a Very High level of intrinsic motivation ($WM = 3.45$; $SD = .444$), indicating that they are motivated by personal interest, enjoyment, and self-improvement in learning English. The highest-rated indicator was feeling satisfied when speaking English fluently during discussions ($WM = 3.57$; $SD = .524$), while practicing speaking

English outside classroom requirements received the lowest rating ($WM = 3.32$; $SD = .663$), although it was still interpreted as Very High. The findings indicate that intrinsic motivation encourages students' participation, persistence, and confidence in oral communication activities. These findings support Self-Determination Theory (Ryan & Deci, 2020), which emphasizes that internal satisfaction and personal interest sustain learning behaviors. The results suggest that intrinsic motivation is a strong internal factor that promotes students' confidence, engagement, and continuous improvement in English oral communication.

3.2.2 Extrinsic Motivation

Respondents also exhibited a Very High level of extrinsic motivation ($WM = 3.28$; $SD = .444$), indicating that external factors such as academic expectations, recognition, and future career opportunities motivate them to improve their oral communication skills. The highest-rated indicator was improving oral English skills for licensure or certification examinations ($WM = 3.36$; $SD = .576$), while practicing speaking English to meet teachers' expectations obtained the lowest rating ($WM = 3.15$; $SD = .620$), which was interpreted as High. The findings indicate that academic incentives, recognition, and career aspirations encourage students' participation, persistence, and confidence in oral communication activities. This is consistent with Ryan & Deci (2020), Sun & Mu (2023), Zhang et al. (2024), and Fuentesal-García et al. (2025), who reported that both intrinsic and extrinsic motivation contribute to language learning, self-efficacy, and oral communication performance. These findings show that extrinsic motivation remains an important factor in improving students' oral communication skills and English language proficiency.

3.2.3 Overall Language Learning Motivation

Overall, respondents demonstrated a Very High level of language learning motivation ($WM = 3.36$; $SD = .396$). Intrinsic motivation obtained the higher weighted mean ($WM = 3.45$; $SD = .444$), followed by extrinsic motivation ($WM = 3.28$; $SD = .444$), with both domains interpreted as Very High. These findings indicate that while external rewards and academic goals motivate students, personal interest, enjoyment, and self-development serve as stronger sources of motivation. The findings indicate that highly motivated students are more likely to participate actively in oral communication activities, communicate confidently, and persist despite communication challenges. Overall, the results confirm that both intrinsic and extrinsic motivation contribute to students' confidence, engagement, and persistence in language learning and oral communication.

3.3 Self-Confidence in Oral Performance

3.3.1 Purpose

Respondents demonstrated a Very High level of self-confidence in terms of purpose ($WM = 3.44$; $SD = .436$), indicating that they possess clear goals for improving their oral communication skills. The highest-rated indicator was having a clear goal to become confident in speaking English ($WM = 3.53$; $SD = .519$), while monitoring progress in improving speaking confidence received the lowest rating ($WM = 3.33$; $SD = .619$), although it remained within the Very High level. The findings indicate that having clear goals and purpose encourages students to communicate more confidently, participate actively, and persist despite communication challenges. Overall, the results suggest that respondents possess a strong sense of purpose that supports their motivation, confidence, and success in language learning and oral communication.

3.3.2 Persistence

Respondents demonstrated a Very High level of persistence ($WM = 3.47$; $SD = .447$), indicating strong self-confidence in overcoming challenges during oral communication. Remaining determined despite setbacks received the highest rating ($WM = 3.58$), followed by accepting mistakes as part of learning ($WM = 3.56$) and trying again after difficulties ($WM = 3.47$). Continuing to speak despite nervousness obtained the lowest weighted mean ($WM = 3.31$), although it was still interpreted as Very High. The findings indicate that students view mistakes and setbacks as opportunities for improvement, enabling them to remain engaged in communication tasks. This finding is supported by He et al. (2025), who emphasized that persistence and emotional resilience help learners overcome language anxiety and sustain engagement in communication activities.

3.3.3 Overall Self-Confidence in Oral Performance

Overall, respondents demonstrated a Very High level of self-confidence in oral performance ($WM = 3.46$; $SD = .418$). Persistence obtained a slightly higher weighted mean ($WM = 3.47$) than purpose ($WM = 3.44$), with both domains interpreted as Very High, indicating that respondents are confident, resilient, and goal-oriented. The findings indicate that the combination of purpose and persistence strengthens students' confidence and readiness to participate in oral communication activities. This is consistent with Pramadanti and Achmadi (2025), who reported that self-confidence is a key factor influencing learners' willingness to participate and perform in speaking activities.

3.4 Relationship Between Perceived Support System and Language Learning Motivation

All dimensions of the perceived support system were significantly correlated with both intrinsic and extrinsic motivation (all $p < .05$). Teacher support showed moderate positive correlations with intrinsic ($r = .463$) and extrinsic motivation ($r =$

.420), while peer support also demonstrated moderate positive correlations with intrinsic ($r = .446$) and extrinsic motivation ($r = .391$). Family support exhibited weak but significant positive correlations with intrinsic ($r = .240$, $p = .001$) and extrinsic motivation ($r = .262$, $p < .001$). Since all p -values were below .05, the null hypothesis was rejected. The findings indicate that language learning motivation is socially influenced, with teacher and peer support showing stronger relationships than family support. These results support Self-Determination Theory (Ryan & Deci, 2020), which emphasizes that supportive social environments enhance both intrinsic and extrinsic motivation. Likewise, Sun and Mu (2023) found that teacher and peer support increase learners' engagement and motivation through feedback, encouragement, and interaction, while Malmström and Öqvist (2025) reported that family influence on academic motivation is often more indirect in higher education.

3.5 Relationship Between Perceived Support System and Self-Confidence in Oral Performance

All dimensions of the perceived support system were significantly related to self-confidence in oral performance, with all p -values below .05. Teacher support showed positive correlations with purpose ($r = .389$) and persistence ($r = .494$), while peer support was also positively correlated with purpose ($r = .358$) and persistence ($r = .461$). Family support demonstrated very weak to weak positive correlations with purpose ($r = .195$, $p = .005$) and persistence ($r = .279$, $p < .001$). Since all p -values were below .05, the null hypothesis was rejected. The findings indicate that students' self-confidence in oral performance is influenced primarily by support received within the classroom. This supports Social Cognitive Theory (Bandura, 1997), which explains that self-confidence develops through social experiences, feedback, and verbal encouragement. Similarly, Castro and Shelton-Strong (2024) found that supportive classroom environments enhance learners' confidence and communicative competence, while MacIntyre and Gardner (1994) emphasized that supportive environments help learners develop resilience in overcoming communication challenges.

3.6 Relationship Between Language Learning Motivation and Self-Confidence in Oral Performance

Both intrinsic and extrinsic motivation were strongly and significantly correlated with self-confidence in oral performance (all $p < .001$). Intrinsic motivation showed the strongest relationships with purpose ($r = .681$) and persistence ($r = .676$), while extrinsic motivation also demonstrated strong positive correlations with purpose ($r = .610$) and persistence ($r = .569$). Since all p -values were below .05, the null hypothesis was rejected. The findings indicate that motivation, particularly intrinsic motivation, plays a vital role in developing students' self-confidence in oral performance. These findings support Gardner's (1985) Socio-Educational Model and Self-Determination Theory (Ryan & Deci, 2020), which emphasize that motivated learners develop greater confidence and engagement. Likewise, Fuentesal-García et al. (2025) reported that higher motivation increases learners' confidence and willingness to communicate.

3.7 Predictors of Self-Confidence in Oral Performance

The multiple regression analysis showed that the model was statistically significant, $F(2,197) = 123.10$, $p < .001$, explaining 55.6% of the variance in self-confidence ($R = .745$, $R^2 = .556$, Adjusted $R^2 = .551$). Both perceived support system ($B = 0.168$, $\beta = .168$, $t = 2.793$, $p = .006$, 95% CI [0.050, 0.287]) and language learning motivation ($B = 0.692$, $\beta = .692$, $t = 11.780$, $p < .001$, 95% CI [0.576, 0.807]) significantly predicted self-confidence in oral performance, with language learning motivation emerging as the stronger predictor. The findings indicate that both perceived support system and language learning motivation contribute significantly to students' self-confidence in oral performance, with language learning motivation exerting the greater influence. These results demonstrate that supportive learning environments and strong motivation work together in enhancing students' confidence in oral communication.

4. Conclusion & Recommendations

The study concludes that teacher education students demonstrated a strong perceived support system, very high language learning motivation, and very high self-confidence in oral performance. Teacher support emerged as the strongest source of support, followed by peer support, while family support showed the least influence. Significant positive relationships were found among perceived support system, language learning motivation, and self-confidence in oral performance. Furthermore, both perceived support system and language learning motivation significantly predicted self-confidence, with language learning motivation emerging as the strongest predictor, highlighting the importance of supportive learning environments and strong motivation in developing students' oral communication confidence.

Educational institutions should continue strengthening supportive classroom environments by promoting positive teacher-student relationships, peer collaboration, meaningful communication activities, and learning experiences that enhance students' intrinsic motivation and oral communication confidence. These efforts may further improve students' motivation, self-confidence, and oral communication performance.

This study was limited to selected teacher education students from higher education institutions in Cavite and Laguna and relied on self-reported data, which may limit the generalizability of the findings. Future studies may involve larger and

more diverse samples and examine additional variables related to oral communication confidence and language learning motivation to provide a broader understanding of the factors influencing students' oral performance.

Compliance with ethical standards

The authors conducted this study in accordance with established ethical standards throughout the research process. Ethical clearance was obtained from the Institutional Research Ethics Committee (IREC) of the University of Perpetual Help System Laguna before data collection. The authors ensured that participation was voluntary, informed consent was obtained from all participants, and the confidentiality and anonymity of all information collected were maintained in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173).

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