

# Effects of Psychological Safety in Classroom on Student Learning Engagement

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psychological safety of the classroom. This study explores the effects of psychological safety—specifically autonomy, competence, and relatedness-on student engagement in learning activities. When these psychological needs are met, learners are presumed to be more motivated and actively involved in their education. A descriptive-correlational research design was employed at Medina College- Ozamiz City. The study utilized a self-report Likert-scale questionnaire to gather data from student respondents. Data analysis involved the use of arithmetic mean, standard deviation, and Spearman's Rank Correlation Coefficient to determine the relationship between perceived psychological needs and learning engagement. Findings revealed that students perceived a high level of psychological safety, with autonomy (M=3.745), competence (M=3.833), and relatedness (M=3.813) all rated positively. Likewise, learning engagement was high, with behavioral (M=3.860), emotional (M=3.828), and cognitive engagement (M=3.755) scoring well. However, the correlation between psychological safety and student engagement was not statistically significant (r = -0.131, p = 0.153), indicating no direct relationship between the two variables. Despite students reporting both high psychological safety and engagement, the absence of a significant correlation suggests other variables may influence engagement. This highlights the complexity of educational dynamics and the potential role of mediating factors. The study underscores the importance of nurturing classroom environments that support autonomy, competence, and relatedness, even if these factors alone do not directly determine engagement.

Keywords- Psychological Safety, Student Engagement, Autonomy, Competence, Relatedness.

### I. INTRODUCTION

Background of the Study

The psychological needs of learners are central to determining the extent of their engagement in the When learners' fundamental learning process. psychological needs, including autonomy, competence, and relatedness, are satisfied, they are most likely to be motivated and more engaged in their learning process. Autonomy provides learners with an experience of control of learning, personal responsibility and ownership. Competence provides learners with a sense of being strong in their ability and a sense of accomplishment as they advance in their studies. Relatedness, or in touch with others, provides an atmosphere of learning where learners feel appreciated and understood. Where the needs are satisfied, the learners are not only more motivated but also more emotionally and behaviorally engaged in their learning process. Where the needs are not satisfied, learners are most likely to disengage, be frustrated, and be low in their motivation. In other words, the extent of a learner's engagement in their studies is directly proportional to the extent to which their psychological needs are satisfied, and it is therefore essential to design an environment where the needs are satisfied in order to

enhance overall learning outcomes. The study will analyze the correlation between the psychological needs of learners and their engagement and offer insightful information on how the teaching practices may be made conducive to the development and active involvement of learners in their learning process.

The psychological needs of students, such as autonomy, relatedness, competence, and are significant determinants of their level of engagement in learning. Studies have repeatedly demonstrated that these psychological needs shape the manner in which students engage with the learning environment, impacting both motivation and engagement. Autonomy, the desire for self-control and direction of one's learning process, has been known to strengthen intrinsic motivation, motivating students to become self-managers of their own learning process (Johnson, Keating, & Molloy, 2020). Students who feel capable acquire a sense of mastery and self-confidence, not only mobilizing them towards motivation but also towards higher academic engagement and achievement (Sayfulloevna, 2023). Moreover, the necessity for relatedness, or the need to be connected and supported in the learning community, has been associated with increased emotional and behavioral engagement since students are more likely to



participate actively in learning activities when they feel valued and understood (Kim, Lee, & Connerton, 2020).

Initial interviews with teachers and students pointed out that numerous students face difficulties in fulfilling their psychological needs, including a sense of belonging, competence, and autonomy, which can affect their motivation and level of engagement. It was mentioned that even with numerous academic support systems, there are high levels of disengagement, lack of interest, or emotional distress among many students, which typically results in lower academic performance and involvement. These initial results indicate that a more in-depth exploration is needed to determine the extent to which the satisfaction of psychological needs is connected to students' overall investment in their academic work. This study seeks to fill the gap by examining the interplay between psychological needs and student engagement, with implications for interventions that might maximize both emotional health and academic achievement.

This research examines the connection between students' psychological needs and learning engagement in the classroom environment. In particular, it seeks to examine how satisfaction of psychological needsautonomy, competence, and relatedness-influences students' learning engagement in academic activities. By analyzing the levels of students' perceived psychological needs and their participation in learning, classified into behavioral, emotional, and cognitive management, the research attempts to determine the degree at which these factors affect students' engagement in academic activities. Moreover, the study aims to confirm if there exists a substantial relationship between psychological needs and student participation. With regard to the outcomes, the research aims to produce a monograph that can provide useful insights towards improving student learning experiences and involvement.

### **II. RESEARCH METHODOLOGY**

### **Research Design**

This study employed a descriptive correlational research design to examine the relationship between students' perceived psychological needs, specifically autonomy, competence, and relatedness, and their engagement in learning activities, including behavioral, emotional, and cognitive aspects. According to Creswell (2014), this design is appropriate for exploring relationships between variables without manipulation. The descriptive part focused on assessing the levels of psychological needs and engagement, while the correlational aspect analyzed the strength and direction of their relationship to determine whether psychological needs influence student engagement.

### **Research Environment**

The study was conducted at Medina College, a wellestablished institution in Northern Mindanao known for its commitment to quality education and student development. Founded in 1963 as the Medina School of Midwifery in Ozamiz City, it has since expanded its facilities and campuses, including branches in Sapangdalaga, Pagadian City, and Ipil. With its growth in both infrastructure and academic offerings, Medina College provides a conducive environment for examining the relationship between students' psychological needs and their engagement in learning, making it an ideal setting for this research.

### **Research Respondents**

The respondents of the study were students from Medina College, selected through stratified random sampling to ensure representation across various year levels, programs, and demographic characteristics. This approach allowed for a diverse range of perspectives on psychological needs and student engagement in learning. Informed consent was obtained from all participants, who were fully briefed on the study's purpose, procedures, and their right to voluntary participation. The use of a diverse and representative sample aimed to capture a broad understanding of how psychological needs influence student engagement in the classroom.

### **Research Instrument**

This study utilized a self-report Likert scale questionnaire as the primary research instrument to measure students' perceived psychological needs and their level of engagement in learning activities. The survey consists of three main sections: psychological needs, subdivided into autonomy, competence, and relatedness, and student engagement, subdivided into behavioral, emotional, and cognitive aspects. Each section contains five statements rated on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The instrument aims to quantitatively capture students' classroom experiences and provide data to analyze the relationship between psychological needs and student engagement.

### Instruments Validation

The research instrument was validated through expert review and pilot testing to ensure its accuracy and



reliability. Content validity was established by consulting experts in research, educational psychology, and classroom management, who evaluated the alignment of questionnaire items with the constructs of psychological needs and student engagement. Revisions were made based on their feedback. A pilot test was then conducted with non-participant students to identify and address issues related to clarity and format. Reliability was assessed using Cronbach's alpha, with a coefficient of 0.70 or higher confirming the instrument's internal consistency.

### Data Gathering Procedure

Data collection began with securing formal approval from the school administration and relevant educational authorities, outlining the study's purpose, scope, and confidentiality measures. Upon approval, informed consent was obtained from respondents through an information sheet and signed consent forms. The Likert scale questionnaires were then distributed in class, with clear instructions provided by the researcher. Respondents were given sufficient time to complete the forms, and any unclear or incomplete responses were addressed immediately. Completed questionnaires were collected, anonymized, coded, and securely stored in a password-protected system accessible only to authorized personnel. The data were then analyzed to examine the relationship between psychological needs and student engagement, ensuring an ethical and systematic process.

### Ethical Considerations

This study adhered to ethical guidelines to protect the rights, privacy, and welfare of participants. Informed consent was obtained from all respondents after fully explaining the study's purpose, procedures, and their right to withdraw at any time without penalty, ensuring transparency as emphasized by Bryman and Bell (2007). Confidentiality was maintained by anonymizing data and securely storing it in a password-protected system prevent unauthorized access, safeguarding to participants from harm or embarrassment. Participation was entirely voluntary, with no coercion involved, respecting the respondents' freedom to choose. The research was conducted with integrity and openness, ensuring accurate reporting of findings while upholding the dignity and rights of all participants.

### Data Analysis

The data were analyzed using the arithmetic mean and Spearman's rank correlation coefficient. The arithmetic mean measured the average level of students' perceived psychological needs, including autonomy, competence, and relatedness, as well as their engagement in learning activities, providing an overall indication of satisfaction and participation in the classroom. Spearman's rank correlation, a non-parametric test suitable for ordinal Likert-scale data, was used to assess the strength and direction of the relationship between psychological needs and student engagement to determine whether higher satisfaction of psychological needs corresponded to greater engagement in learning.

## III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1.1	The Level	of Psycho	logical Need.	s Perceived by	Students in	Terms of Autonon	ny

Ind	licators	Sd	Mean
1.	I am allowed to make decisions about how I learn.	1.058	3.736
2.	I am encouraged to take ownership of my learning.	1.120	3.793
3.	I feel free to express my thoughts and opinions in the classroom without fear of judgment.	1.080	3.661
4.	I can set my own learning goals without external pressure.	1.068	3.818
5.	I am trusted to manage my own learning process.	1.038	3.719
Av	erage Mean		3.745

Scale: 1.0 - 1.80 "Very Low", 1.81 - 2.60 "Low", 2.61 - 3.40 "Average", 3.41 - 4.20 "High" 4.21 - 5.00 "Very High"

Table 1.1 presents the level of psychological needs perceived by students in terms of autonomy. The average mean score of 3.745 indicates that students generally perceive a high level of autonomy in their learning experiences. This suggests that students feel they have a significant degree of control over their learning processes, including decision-making and goalsetting, which is likely to contribute positively to their overall learning engagement.

Examining the individual indicators, the highest mean of 3.818 is associated with the statement, "I can set my own learning goals without external pressure," indicating that students feel most empowered in terms of goal-setting. Following closely, the indicator "I am encouraged to



take ownership of my learning" has a mean of 3.793, emphasizing that students are motivated to take responsibility for their learning. However, the indicator "I feel free to express my thoughts and opinions in the classroom without fear of judgment" has the lowest mean of 3.661, implying that while students feel they have autonomy, there may still be some concerns regarding expressing their thoughts without fear of judgment. This highlights an area that could be further addressed to enhance students' psychological needs for autonomy and, potentially, their learning engagement. These results are consistent with Reeve and Cheon's (2021) research, which highlighted that autonomysupportive teaching practices, with a student-centered orientation and empathetic interpersonal style, enhance students' intrinsic motivation and engagement considerably.

Their research stressed that teachers need to have a curious, open, and adaptive attitude towards students, which allows students to be empowered to be responsible for their learning.

Table 1.2 The Level of Psychological Needs Perceived by Students in Terms of Compete	ence
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Indic	cators	Sd	Mean
1.	I feel confident in my ability to complete classroom tasks successfully.	1.004	3.909
2.	My teacher provides sufficient feedback that helps me improve my skills.	1.060	3.843
3.	I am encouraged t <mark>o take</mark> on c <mark>hallenging</mark> tasks that help me grow academically.	1.045	3.843
4.	I feel competent <mark>and</mark> ca <mark>pab</mark> le when participating in classroom activities.	1.029	3.760
5.	I receive recognition for my efforts and achievements in the classroom.	1.023	3.810
Aver	rage Mean	3.	833
Scale:	Scale <mark>: 1.0 – 1.80 "Very Lo</mark> w", <mark>1.81 – 2.60 "Lo</mark> w", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"		

Table 1.2 presents the level of psychological needs perceived by students in terms of competence. The overall mean score of 3.833 falls within the "High" range, indicating that students generally perceive their psychological needs in terms of competence as being well met. This suggests that, on average, students feel confident and capable in their academic tasks and activities, receiving adequate recognition and feedback that fosters their academic growth. When analyzing the individual indicators, the first indicator, "I feel confident in my ability to complete classroom tasks successfully," has the highest mean of 3,909, signifying a strong sense of self-efficacy among students. The second and third indicators, regarding feedback and academic challenges, both have mean scores of 3.843, reflecting that students feel supported and encouraged by their teacher. The fourth indicator, "I feel competent and capable when participating in classroom activities," has a mean of 3.760, suggesting a solid sense of competence in

classroom participation. Finally, the fifth indicator, "I receive recognition for my efforts and achievements in the classroom," has a mean of 3.810, indicating that students feel their contributions are acknowledged. These results imply that students' psychological needs related to competence are largely being fulfilled, which may positively influence their learning engagement and academic performance.

Deci and Ryan (2000) stress that competence is a fundamental psychological need that stimulates motivation and learning performance. Their Self-Determination Theory posits that students who feel competent in their school setting are more inclined to be motivated, stick with difficult tasks, and attain higher academic attainment. This support the notion that students who feel their competence needs are being fulfilled tend to build confidence and maintain motivation in learning.

Table 1.3 The Level of P	sychological Needs	Perceived by Students in	n Terms of Relatedness
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Ind	icators	Sd	Mean
1.	I feel that my teacher genuinely cares about my success.	0.981	3.884
2.	My classmates support and collaborate with me in learning activities.	1.011	3.694
3.	I feel comfortable sharing my ideas with others in the classroom.	1.159	3.620
4.	There is a sense of belonging and respect in the classroom.	1.110	3.876
5.	I feel that my contributions to the class are valued and respected.	0.914	3.992
Ave	rage Mean		3.813

Scale: 1.0-1.80 "Very Low", 1.81-2.60 "Low", 2.61-3.40 "Average", 3.41-4.20 "High" 4.21-5.00 "Very High"



Table 1.3 presents the level of psychological needs perceived by students in terms of relatedness. The overall mean score of 3.813 indicates that students perceive a high level of psychological need in terms of relatedness. This suggests that students generally feel a strong sense of connection, care, and support from their teachers and peers in the learning environment. The score reflects that the classroom environment is conducive to building relationships, which can positively influence students' learning engagement and motivation.

In terms of individual indicators, the highest mean score of 3.992 is for the item "I feel that my contributions to the class are valued and respected," implying that students feel their input is recognized and appreciated in the classroom. This likely fosters a sense of importance and encourages active participation. The second-highest mean score of 3.884 is for "I feel that my teacher genuinely cares about my success," indicating that students perceive their teacher as supportive, which is crucial for enhancing their engagement. The mean scores for the indicators "There is a sense of belonging

and respect in the classroom" (3.876) and "My classmates support and collaborate with me in learning activities" (3.694) also reflect a strong sense of community, though slightly less than the first two. The lowest score is for "I feel comfortable sharing my ideas with others in the classroom" (3.620), which suggests that while students generally feel supported, there may still be some reservations about fully expressing themselves in class.

Recent research confirms these findings, underlining the significance of relatedness in supporting students' psychological health and motivation. Huyghebaert-Zouaghi et al. (2024) stresses the need to meet both the satisfaction and non-fulfillment of psychological needs for the promotion of student engagement and minimization of ill-being in learning environments. Their research highlights the way positive interactions with teachers and peers can counteract feelings of inadequacy and foster a sense of belonging, consistent with the high levels of perceived relatedness found among students.

<b>Table 1.4</b> Summary of the Level of Psychological Needs Perceived by Students						
Components	Mean	Interpretation				
Autonomy	3.745	High				
Competence	3.833	High				
Relatedness	3.813	High				
Average Mean	3.797	High				
Scale: 1.0 - 1.80 "Very Low", 1.81 - 2.60 "Low", 2.61 - 3.40 "Average", 3.41 - 4.20 "High" 4.21 - 5.00 "Very High"						

Table 1.4 summarizes the level of psychological needs perceived by students, showing that the overall mean is 3.797, which falls within the "High" category. This indicates that students generally perceive their psychological needs as being met to a high degree, suggesting that their sense of autonomy, competence, and relatedness is well-supported. The high mean value implies that the students' psychological needs are positively addressed, which could potentially enhance their overall engagement in learning activities.

Looking at the individual components, the means for autonomy (3.745), competence (3.833), and relatedness (3.813) all fall within the "High" range. This suggests that students feel a strong sense of independence, mastery, and connection with others. High autonomy implies students are given the freedom to make decisions, enhancing their engagement. High competence reflects students' belief in their abilities,

likely contributing to their motivation. Lastly, high relatedness suggests that students feel supported and connected to others, which can foster a positive learning environment and further engage them in academic activities.

Current research supports the above-mentioned statement by confirming the need-satisfaction of elemental psychological needs within educational settings in order to secure student well-being and motivation. A study conducted by Teuber et al. (2021) indicates how autonomy, competence, and relatedness need-fulfillment plays a profound role in scholarly engagement and adjustment during stressful periods like the COVID-19 era. Their findings highlight the relevance of positive teaching environments in forestalling distress as well as fueling motivation by fulfilling these primary psychological needs.



	<b>Table 2.1</b> The Level of Student Engagement on Learning Activities in Terms of Benavioral Management				
Indicators		Sd	Mean		
1.	I actively participate in classroom discussions and activities.	0.957	4.041		
2.	I complete assignments and tasks on time without being reminded.	1.074	3.769		
3.	I attend class regularly and arrive on time.	1.100	3.785		
4.	I stay focused and avoid distractions during lessons.	1.055	3.752		
5.	I engage in classroom activities with enthusiasm and effort.	1.003	3.950		
Ave	rage Mean		3.860		
Scale	Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"				

 Table 2.1 The Level of Student Engagement on Learning Activities in Terms of Behavioral Management

Table 2.1 presents the level of student engagement in learning activities in terms of behavioral management. The overall mean score of 3.860 falls within the "High" range, indicating that, on average, students are highly engaged in their learning activities. This suggests that students demonstrate strong participation and responsibility in managing their behavior and engagement in academic tasks, which is an important factor in fostering an effective learning environment.

Looking at the individual indicators, it is evident that students show a high level of engagement across various aspects. The first indicator, "I actively participate in classroom discussions and activities," has the highest mean of 4.041, signaling that students are particularly proactive in their involvement during lessons. The second indicator, "I complete assignments and tasks on time without being reminded," holds a mean of 3.769, suggesting that while most students do complete tasks independently, there is still room for improvement in ensuring consistency. The third indicator, "I attend class regularly and arrive on time," has a mean of 3.785, reflecting relatively strong attendance but indicating potential challenges with punctuality. The fourth indicator, "I stay focused and avoid distractions during lessons," has a mean of 3.752, which shows that students generally manage distractions but may face occasional difficulties. Finally, "I engage in classroom activities with enthusiasm and effort" received a mean of 3.950, reflecting that students are generally motivated and put in a strong effort in their learning activities. These findings imply that while students are engaged in their learning, there may still be areas for improvement in time management, attendance, and maintaining focus during lessons.

These findings are reinforced by recent studies that highlight the significance of behavioral engagement in achieving positive educational results. Xu et al. (2023) used a four-dimensional model to investigate student engagement and concluded that behavioral engagement plays a significant role in school success by encouraging compliance with classroom norms like participation and attention during lessons. Their research emphasizes how behavioral engagement is a basis for quality learning environments and highlights its contribution towards improving academic performance through steady participation and accountability.

Indic	cators	Sd	Mean			
1.	I feel motivated and excited to learn in the classroom.	1.102	3.744			
2.	I feel comfortable expressing my emotions related to my learning.	0.948	3.835			
3.	I can manage any stress or frustration I may feel during lessons.	0.953	4.017			
4.	I feel positive about my learning progress in the classroom.	1.029	3.727			
5.	I remain calm and composed when faced with difficult academic tasks.	0.988	3.818			
Aver	age Mean		3.828			

Table 2.2 The Level of Student Engagement on Learning Activities in Terms of Emotional Management

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 2.2 presents the level of student engagement on learning activities in terms of emotional management. The overall mean of 3.828 indicates that the students generally exhibit a high level of emotional engagement in their learning activities. This suggests that learners are relatively confident in managing their emotions in the classroom, indicating that emotional factors are conducive to their learning experience. It reflects that emotional management plays an essential role in their motivation and ability to handle academic challenges.

Looking at the individual indicators, the students' responses show the highest mean of 4.017 for managing stress or frustration during lessons, reflecting a strong



ability to maintain emotional control in challenging academic situations. The mean score of 3.835 for feeling comfortable expressing emotions related to learning also highlights a healthy emotional engagement with their studies. The other indicators, such as feeling motivated to learn, having a positive outlook on learning progress, and remaining calm under pressure, all received high scores, suggesting that emotional well-being is closely linked to student engagement. These results imply that when students are emotionally stable and supported, they are more likely to remain engaged and perform effectively in their academic tasks. Recent studies validate these findings by highlighting the central importance of emotional engagement to academic achievement. Emotional engagement strongly predicts academic success through its promotion of motivation and resilience among students. Their research illustrates that students who can successfully manage their emotions are better able to navigate academic difficulties and sustain consistent levels of engagement in their studies, which is in accordance with the high scores registered for emotional management measures in this study (Liu et al., 2023).

Table 2.3 The Level of Student Engagement on Learning Activities in Terms of Cognitive Management

Indicators	Sd	Mean
1. I am able to think critically and solve problems during lessons.	1.052	3.818
2. I feel engaged in learning activities that challenge my thinking.	0.998	3.785
3. I can apply new knowledge and skills to different situations.	1.076	3.636
4. I am able to stay mentally focused during classroom activities.	1.108	3.678
5. I enjoy thinking deeply about the topics covered in class.	1.039	3.860
Average Mean		3.755
Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4	.21 – 5.00 "	Very High"

Table 2.3 presents the level of student engagement on learning activities in terms of cognitive management. The overall mean for the level of student engagement in cognitive management activities is 3.755, which falls within the "High" range of the scale. This suggests that students generally exhibit a high level of engagement in activities that require critical thinking, problem-solving, and application of new knowledge. The result implies that learners are actively involved in intellectual aspects of their learning, demonstrating solid cognitive engagement during lessons. Looking at the individual indicators, the highest mean is 3.860 for the statement "I enjoy thinking deeply about the topics covered in class," indicating that students find deep thinking about class topics particularly engaging. This is followed by a mean of 3.818 for "I am able to think critically and solve problems during lessons," reflecting strong cognitive involvement in problem-solving. On the other hand, the statement "I can apply new knowledge and skills to different situations" had a mean of 3.636, slightly lower than the others, suggesting a somewhat lower but still

positive level of engagement with applying new knowledge. The indicators collectively show that while students engage well in cognitive activities, there may be a slightly lesser focus on transferring knowledge to real-life situations. This could imply a need for enhancing opportunities for practical application of learned skills in various contexts.

These findings are corroborated by recent studies, which highlight the significance of cognitive engagement in achieving academic success. Anim-Wright (2024) established that collaborative learning and supportive learning environments have a tremendous impact on enhancing cognitive engagement by developing critical thinking and problem-solving skills among learners. Anim-Wright's research shows that when students are given the freedom to learn in-depth about course content and work on intellectual activities with others, their entire academic experience becomes much better, consistent with the high degree of cognitive engagement found in this research.

Table 2.4 Summary of the Level of Studen	t Engagement on Learning Activities
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Components	Mean	Interpretation
Behavioral Management	3.860	High
Emotional Management	3.828	High
Cognitive Management	3.755	High
Average Mean	3.814	High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

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Table 2.4 presents the summary of the level of student engagement on learning activities. The overall mean for the level of student engagement on learning activities is 3.814, which falls within the "High" range according to the given scale. This suggests that students demonstrate a strong level of engagement in their learning activities. The high engagement level reflects a positive relationship between the psychological needs of learners and their learning engagement, indicating that students are actively involved in managing their behavior, emotions, and cognitive processes during learning.

In terms of individual components, all three indicators— Behavioral Management, Emotional Management, and Cognitive Management—are also rated as "High," with means of 3.860, 3.828, and 3.755, respectively. These results imply that students are highly engaged in managing their behavior, emotions, and cognitive processes, all of which are crucial for effective learning. Behavioral management suggests that students exhibit control over their actions, emotional management indicates that they maintain emotional stability during learning, and cognitive management reflects their ability to stay focused and organized. Together, these components highlight the significance of psychological needs in fostering student engagement in learning activities.

Anim-Wright (2024) proved that learning environments that are collaborative in nature, supported by interactions, help greatly to increase student engagement on behavioral, emotional, and cognitive levels. This reflects how promoting these helps to improve student experiences and achievement by fostering a supporting environment for active engagement and intellectual development.

 

 Table 3. Test of Significant Relationship Between Psychological Safety in the Classrooms and Student Engagement in Learning Activities

Test Variables	Correlation Coefficient	P value	Decision
Psychological Needs in the Classrooms and Student Engagement in	-0.131	0.153	retain the
Learning Activities			Но
Note: If $p \le 0.05$ , with a significant relationship			

Table 3 presents the test of significant relationship between psychological needs in the classrooms and student engagement in learning activities. The correlation coefficient is -0.131, and the p-value is 0.153. Since the p-value is greater than 0.05, the null hypothesis is retained, indicating that there is no significant relationship between psychological needs in the classrooms and student engagement in learning activities. This suggests that psychological needs, as measured in this context, do not have a significant impact on the level of student engagement in their learning activities. The lack of a significant relationship implies that other factors may be influencing student engagement more than their psychological needs in the classroom setting. Further exploration of other potential variables could provide a deeper understanding of what drives student engagement.

### SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

1. Psychological Needs Perceived by Students. Psychological Needs Perceived by Students. The students perceived their psychological needs in terms of autonomy, competence, and relatedness as generally high, with an average mean score of 3.797. Specifically, students reported high autonomy (mean of 3.745), feeling free to make decisions about their learning and set goals independently. They were also perceived to be competent (mean of 3.833), trusting in their skills given proper teacher feedback and validation. Furthermore, the students also enjoyed a very good sense of relatedness (mean of 3.813) with constructive relationship from both the teachers and the peers.

2. Student Engagement on Learning Activities. Student Engagement on Learning Activities. Students were highly engaged on learning activities, with the mean averaging at 3.814. In particular, students demonstrated robust behavioral engagement (mean of 3.860) by engaging in active participation in discussions, meeting deadlines, and remaining attentive. Emotional engagement was also strong (mean of 3.828), with students being motivated, coping with stress adequately, and having a positive outlook toward their learning journey. Moreover, cognitive engagement (mean of 3.755) suggested that students prefer critical thinking, transfer knowledge





across contexts, and stay mentally attentive in classes.

3. Relationship Between Psychological Needs and Student Engagement. A test of the correlation between classroom psychological needs and student engagement gave no significant relationship, with a correlation coefficient of -0.131 and a p-value of 0.153. Thus, the null hypothesis (Ho) was not rejected, meaning that the psychological needs in the classroom did not significantly affect the engagement of students in learning activities.

### Conclusion

Overall, the research unveiled that students did indeed view their psychological needs along dimensions of autonomy, competence, and relatedness as high and that they enjoyed very strong sensations of independence, confidence, as well as social support from classmates and teachers alike. Additionally, the degree to which students became involved in instructional activities was likewise high, and students expressed excellent behavioral, emotional, and intellectual engagement. However, even with the high psychological needs and student engagement, no relationship between the two variables was observed, as revealed by the correlation coefficient and p-value, implying that psychological needs in the classroom did not significantly affect student engagement in learning activities.

### Recommendations

- 1. To Students. Students would be happy to openly express their psychological needs within the classroom, especially autonomy, competence, and relatedness, so that their learning activity engagement could be further boosted. Selfreflection and support seeking when necessary can also lead to a positive learning process.
- 2. To Teachers. Teachers are urged to facilitate a classroom where student autonomy, constructive feedback, and significant relationships are promoted. They should, in addition, be sensitive to students' cognitive and emotional investment by integrating different teaching approaches that encourage critical thinking, minimize tension, and compel students to take an active part in class.
- To School Administrators. Professional development programs for teachers aimed at understanding and addressing students' psychological needs should be considered by school administrators. Moreover, policies intended to ensure student well-being and engagement, like regular feedback systems, peer support programs,

and mental health initiatives, should be developed and incorporated in school curricula.

- 4. To Parents. Parents ought to help their children academically and emotionally develop by maintaining good communication with teachers and administrators at school. They ought to facilitate good balance between study activities and personal welfare at home to ensure that their children's psychological needs are satisfied and that they are motivated and encouraged in their academic pursuit.
- 5. To Educational Researchers. Educational researchers are invited to explore further the interaction between psychological needs and student motivation in various learning environments. Further research could explore possible mediators or variables impacting this relationship, including instructional approach, school environment, or socio-economic status.
- 6. To Policy Makers. Policy makers ought to take into account the implications of this research when formulating education policies. Actions to develop a friendlier and inclusive education system that addresses and acknowledges psychological needs can lead to improved student achievement and overall performance. Policies regarding the training of teachers, student support systems, and well-being programs should be given precedence.
- 7. To the Community. The community ought to appreciate the need to invest in educational institutions dedicated to the satisfaction of students' psychological needs. By investing in the students' mental and emotional health, the community ensures the development of a generation of individuals who are not only academically skilled but also socially accountable and emotionally intelligent, which results in positive contributions to society.

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