

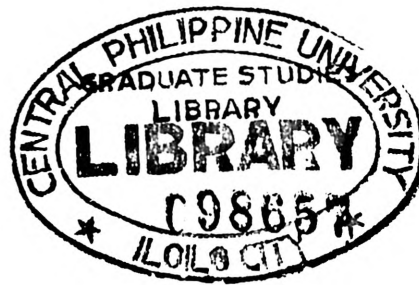
**FACTORS INFLUENCING MOTIVATION TO LEARN AS PERCEIVED BY  
CPU HIGH SCHOOL STUDENTS IN SCHOOL YEAR 1998-1999**

**A Research Report**

**Submitted to**

**The University Research and Outreach Center  
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by



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## ABSTRACT

This study wanted to ascertain what factors influence the motivation to learn as perceived by CPU High School students in school year 1998-1999.

Specifically, it aimed to identify the different factors perceived by CPU High School students that influence their motivation to learn in school year 1998-1999; to rate the extent of motivation that the various aspects of their education at CPU Development High School afford them; to find out the trends in the extent of motivation they get from the factors identified per subject; and to rank these factors from the most influential to the least, per subject, as perceived by CPU High School students.

In this study, the researchers used the descriptive method, specifically the one-shot survey design. A total of 1,373 high school students enrolled at Central Philippine University Development High School in school year 1998-1999 comprised the target population of the study of which 272 served as respondents. A researcher-made questionnaire was distributed to the respondents to gather the necessary data which were analyzed descriptively.

Results of the study revealed that majority of the high school students enrolled at CPU Development High School in school year 1997-1998 have textbooks in their subjects except in PEHM and THE. The presentation of the topics in the textbooks is most highly motivating in Social Studies and least highly motivating in THE.

Among the visual/written devices, use of visual aids is most highly motivating in Science and least highly motivating in Math. Film showing is also most highly motivating in Science and least highly motivating in Math and PEHM while teacher's

notes on the blackboard is generally highly motivating in all subjects but most highly motivating in Social Studies.

Of the two audio teaching devices, teacher's lecture is most highly motivating in Social Studies and except in PEHM and THE, is regarded by the majority of the students as highly motivating in all other subjects. Class reporting on the other hand is most highly motivating in Science and least highly motivating in Math.

As classroom activities, games and contests are most highly motivating in PEHM and least highly motivating in Math while role-playing is most highly motivating in English and least highly motivating in Math.

From all indications, all the three teacher-related factors are found to be most highly motivating in Social Studies and least highly motivating in PEHM and THE. Majority of the students rated teacher's voice as highly motivating in almost all subjects, except THE, PEHM, and Filipino. The same is true for teacher's appearance except in PEHM and THE. Teacher's expectation of students is most highly motivating only in Social Studies, Values Education, and Science. Availability and use of equipment is most highly motivating in Science and least highly motivating in Filipino.

Overall, the students ranked teaching device as first, teacher-related factors as second, and equipment/textbooks as third, in terms of the extent of motivation to learn that they can derive from these factors. Among the teaching devices, teacher's lecture was overwhelmingly ranked as first. With regards to teacher-related factors, these were ranked by the students as teacher's attitude towards teaching the lesson as first, followed by the teacher's attitude towards the students, teacher's voice, teacher's general

appearance and teacher's expectation of students as last. Textbooks also ranked first, followed by equipment and computers.

In the light of the findings of this study, the following recommendations were given:

Since more than three fourths of the respondents reported to have no personal copies of their textbook in THE, it is suggested that THE teachers should recommend a textbook in THE and encourage their students to acquire/purchase personal copies of the textbook. The presentation of the topics should be considered in the selection of the textbook.

Since the extent of motivation of the different factors identified vary according to the subject, it is recommended that the application of these factors should consider the nature of the subjects. The high regard of students for teacher's notes on the blackboard and teacher's lecture support the "talk and chalk" approach to teaching and such should be encouraged with the complementation of other devices appropriate to the subject.

The generally high regard of students for all teacher-related factors simply point out the need for the proper screening of teachers. The prototype of the Social Studies teachers may be used as basis.