Factors Influencing Motivation to Learn As Perceived by CPU High School Students, School Year 1998-1999

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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 influenced 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 afforded them; to find out the trends in the extent of motivation they got 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 the majority of high school students had textbooks in their subjects except in PEHM and THE. The study also revealed that the extent of motivation of the different factors identified varied according to the class subject.

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 could derive from these factors.

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 textbooks in THE, it is sug-

gested that teachers recommend a textbook in the subject.

Since the extent of motivation of the different factors identified varied according to the class subject, it is recommended that the application of these 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 ôtalk and chalk approach to teaching and such should be encouraged with the complementation of other devices appropriate to the subject. The general high regard of students for all teacher-related factors, points out the need for the proper screening of teachers.

INTRODUCTION

Background and Rationale

A person spends no less than eighteen years of schooling until college but how much has he learned, really? Or has he really learned at all?

What is learning and what factors affect it?

Quirino Quibol (1999) describes learning as that which enriches one's life and can help one achieve whatever goals he has. Learning, he adds, usually takes place in the classroom with the motivation and guidance of the teacher.

Wilson Balungay (1995) cites the three basic factors involved in motivation according to William Kelly: the pupil, the teacher's personality, and the techniques and devices which the teacher makes use of in order to stimulate, guide, and direct the will to learn. Of the three, Balungay considers the teacher's personality as the greatest factor in stimulating pupils to learn.

A Filipino academician herself, Lolita R. Nakpil (1974) emphasizes the importance of motivating the students. She writes, very teacher knows this. In presenting our lesson, we use different kinds of motivations so as to arouse the interest of our students.

Herman Gregorio (1976) suggests the use of audio-visual materials in teaching. He contends that the best learning takes place when the greatest number of senses are stimulated. Thus, teachers who are primarily tasked

with initiating learning in the classroom should upgrade their teaching methods and techniques.

Early on, there were local studies which sought to determine what factors could possibly account for the lackluster performance of the ordinary classroom student in one of his subjects, science, for example.

Iniego J. Delariman, Jr. (1967) reveals in his study, the following difficulties encountered by college science teachers in the city of Iloilo.: (1) lack of sufficient resources, materials, equipment, and consultants; (2) Inadequacy of the library facilities; insufficient reading materials, in science; (3) Methods and techniques; 50% of the teachers have difficulty in awakening the interest of students in science, helping students to discover facts for themselves, and helping them apply scientific principles. They felt they did not have the techniques necessary for their work.

There are therefore, several factors that influence a student's motivation to learn. Pointed out by Quibol (1999), Balungay (1995), Nakpil (1974), Gregorio (1976), and Delariman (1967) are the teachers themselves who initiate learning, the choice of teaching techniques and devices, and the availability of references or books and other equipment. The researchers in this particular study wanted to ascertain if this is true at Central Philippine University Development High School and so the rationale of this study.

Statement of the Problem

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:

1. identify the different factors perceived by CPU High School students that influence their motivation to learn in school year 1998-1999;
2. rate the extent of motivation that the various aspects of their education at CPU Development High School afford them;
3. find out the trends in the extent of motivation they get from the factors identified per subject; and

4. rank these factors from the most influential to the least, per subject, as perceived by CPU High School students.

METHODOLOGY

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 (CPU) Development High School in school year 1998-1999 comprised the target population of the study. From this population, the sample size was determined using Parel, et al., (1975) sampling formula at 0.95 desired reliability, a proportion of 0.50 and a maximum sampling error of 0.05. This formula yielded a sample size of 299. This sample size was then proportionately allocated to the number of students per year based on the number of students for each year. However, only 272 responded to the administered questionnaires, hence, these 272 were considered as the study respondents.

The questionnaire was prepared considering the factors mentioned in the related literature the researchers perused. To establish the validity of the instrument, the questionnaire was previously validated by a jury of three. Moreover, the questionnaire was administered during the same period of time to avoid the threat of maturation.

In the questionnaire, the questions per subject were grouped into three main parts: Teaching Techniques/Devices, Teacher-Factor, and Equipment. Teaching techniques/devices is subdivided into visual or written, audio, and activities. Visual or written teaching devices include whether the student has a copy of the textbook in the subject and the extent of motivation to learn that results from: a) the way topics are presented in textbooks used in the subject, b) visual aids in the form of pictures and charts in the subject, c) film showing, and d) teacher's notes on the blackboard. Audio or audible teaching devices include the teacher's lecture and class reporting in the subject. Activities include games and contests, and role-playing.

Teacher-factor on the other hand is subdivided into teacher's voice (modulation, volume, clarity in teaching), teacher's appearance (clothing, manners, facial and bodily expressions) and attitude, and teacher's expec-

tation of the student in class.

Equipment includes availability and use of equipment and a question of whether the class has enough equipment for that particular subject area.

Since the study is basically descriptive, frequencies and percentages were used mainly as basis for data analyses, interpretation, and discussion. To facilitate data analyses, the data were presented in tabular form.

FINDINGS

The extent of motivation to learn that students could derive from selected factors by subject is discussed in narrative form. However, only the highly motivating factors are presented in tabular form for emphasis.

Results of the study revealed that the majority of high school students enrolled at CPU Development High School in school year 1998-1999 had textbooks in their subjects except in PEHM and THE. The presentation of the topics in the textbooks were most highly motivating in Social Studies and least highly motivating in THE. Results also revealed that the extent of motivation of the different factors identified varied according to the class subject.

Among the visual/written devices, use of visual aids was most highly motivating in Science and least highly motivating in Math. Film showing was also most highly motivating in Science and least highly motivating in Math and PEHM. Teacher's notes on the blackboard were generally highly motivating in all subjects and also highly motivating in Social Studies, Math, and Science. The following table shows the percentage distribution of respondents rating the different visual or written teaching devices as highly motivating by subject (Table 1).

Table 1. Percentage Distribution of Respondents Rating the Different Visual or Written Teaching Devices as Highly Motivating by Subject (N = 272)

Visual/Written Teaching Devices	Subjects							
	Science	Math	English	Filipino	PEHM	THE	Values Educ.	Social Studies
Presentation of topics in textbook	46.3	31.3	37.9	39.0	18.4	12.1	43.8	60.7
Use of visual aids	52.2	23.5	30.9	39.0	26.8	24.6	37.1	47.4
Film showing	47.1	4.0	20.6	29.8	4.0	5.1	9.6	10.7
Teacher's notes on the blackboard	69.5	70.2	50.7	52.2	40.8	43.4	64.7	71.3

Of the two audio teaching devices, i.e., teacher's lecture and classroom reporting, the former was most highly motivating in Social Studies and except in PEHM and THE, is regarded by the majority of students as highly motivating in all other subjects. Class reporting on the other hand, was most highly motivating in Science and least highly motivating in Math. The data in Table 2 further show the percentage distribution of respondents rating the different audio teaching devices as highly motivating by subject.

Table 2. Percentage Distribution of Respondents Rating the Different Audio Teaching Devices as Highly Motivating by Subject (N = 272)

Audio Teaching Devices	Subjects							
	Science	Math	English	Filipino	PEHM	THE	Values Educ.	Social Studies
Teacher's lecture	68.8	68.8	59.2	51.8	35.3	39.3	62.9	73.2
Class reporting	65.1	13.2	48.9	48.5	34.9	33.8	57.7	59.6

Among classroom activities, games and contests were the most highly motivating in PEHM and least highly motivating in Math. Role-playing was most motivating in English and least highly motivating in Math. The percentage distribution of respondents rating the different classroom activities as highly motivating by subject is shown in Table 3.

Table 3. Percentage Distribution of Respondents Rating the Different Classroom Activities as Highly Motivating by Subject (N = 272)

Category	Subjects							
	Science	Math	English	Filipino	PEHM	THE	Values Educ.	Social Studies
Games and contests	36.8	17.6	31.3	29.0	50.0	21.7	32.0	25.7
Role playing	23.5	5.5	58.8	52.2	23.2	14.3	47.4	28.3

As shown in Table 4, all the three teacher-related factors, namely teacher's voice, teacher's appearance and attitude, and teacher's expectation of students, were found to be most highly motivating in Social Studies and least motivating in PEHM and THE. The majority of students rated teacher's voice as highly motivating in almost all subjects, except in THE, PEHM, and Filipino. The same was true for teacher's appearance except in PEHM and THE. Teacher's expectation of students was most highly motivating only in Social Studies, Values Education, and Science. Moreover, availability and use of equipment was most highly motivating only in Science and THE. It was least highly motivating in Filipino (Table 5).

Table 4. Percentage Distribution of Respondents Rating the Different Teacher-Related Factors as Highly Motivating by Subject (N = 272)

Teacher-Related Factors	Subjects							
	Science	Math	English	Filipino	PEHM	THE	Values Educ.	Social Studies
Teacher's Voice	52.6	58.5	58.8	48.9	37.5	34.2	64.3	68.0
Teacher's appearance	64.7	55.5	67.6	53.3	45.2	47.4	64.0	72.1
Teacher's expectation of students	51.1	48.2	47.8	42.3	35.3	39.0	53.7	57.4

Table 5. Percentage Distribution of Respondents Rating Availability and Use of Equipment as Highly Motivating by Subject (N = 272)

Category	Subjects							
	Science	Math	English	Filipino	PEHM	THE	Values Educ.	Social Studies
Availability and use of equipment	66.2	23.2	25.4	20.2	35.3	50.7	29.8	34.2

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 could derive from these factors (Table 6).

Table 6. Distribution of Respondents According to How they Rank Overall Teaching Device, Teacher Factors, and Textbook/Equipment, as Learning Motivators (Multiple Response, N = 272)

Factors	Rank					
	First		Second		Third	
	f	%	f	%	f	%
Equipment	50	18.4	124	45.6	92	33.8
Computers	71	26.1	65	23.9	130	47.8
Textbooks	151	55.5	74	27.2	36	13.2
No information	0	0.0	9	3.3	14	5.2
Total	272	100.0	272	100.0	272	100.0

The data in Table 7 show that among the teacher-related factors as learning motivators, the students ranked teacher's attitude towards teaching the lesson as first, followed by the teacher's attitude towards the students, and teacher's voice. Teacher's voice was also identified by the highest proportion of respondents as the fourth teacher-related factor followed by teacher's general appearance. Teacher's general appearance was again identified by the highest proportion of respondents as the fifth teacher-related factor followed by teacher's voice and teacher's expectation of students. In terms of learning motivators, the respondents ranked textbooks as first, equipment as second, and computers as third (Table 8).

Table 8. Distribution of Respondents According to How they Rank Equipment, Computers, and Textbooks Over-all, as Learning Motivators (N = 272)

	Teaching Device		Teacher-related factors		Textbook/Equipment	
Ranking	f	%	f	%	f	%
1	173	63.6	63	23.2	35	12.9
2	70	25.7	106	39.0	95	34.9
3	26	9.6	100	36.8	138	50.7
Missing	3	1.1	3	1.1	3	1.1

Table 7. Distribution of Respondents According to How they rank Specific Factors Under Teacher Factor Over-all, as Learning Motivators (Multiple Response, N = 272)

Teacher Factor	1		2		3		4		5		No information	
	f	%	f	%	f	%	f	%	f	%	f	%
Teacher's expectation of students	27	(9.9)	34	(12.5)	55	(20.2)	64	(23.5)	**84**	**(3.9)**	5	(1.8)
Teacher's attitude towards teaching the lesson	**116**	**(42.6)**	84	(30.9)	0	(0.0)	17	(6.3)	4	(1.5)	3	(1.1)
Teacher's attitude towards the students	92	(33.8)	**99**	**(36.4)**	50	(18.4)	17	(6.3)	9	(3.3)	2	(0.7)
Teacher's voice	16	(5.9)	42	(15.4)	**83**	**(30.5)**	**85**	**(31.3)**	**39**	**(14.3)**	6	(2.2)
Teacher's general appearance	13	(4.8)	16	(5.9)	41	(15.1)	**74**	**(27.2)**	**121**	**(44.5)**	5	(1.8)
Others	1	(0.4)	5	(1.8)	5	(1.8)	2	(0.7)	0	(0.0)	233	(85.7)

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn:

Majority of the students enrolled at the CPU Development High School in school year 1998-1999 had textbooks in their subjects except in PEHM and THE. The presentation of the topics in the textbooks were most highly motivating in Social Studies and least highly motivating in THE. Results also revealed that the extent of motivation of the different factors identified varied according to the class subject.

Among the visual/written devices, use of visual aids was most highly motivating in Science and least highly motivating in Math. Film showing was also most highly motivating in Science and least highly motivating in Math and PEHM. Teacher's notes on the blackboard were generally highly motivating in all subjects and also highly motivating in Social Studies, Math, and Science.

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

Among classroom activities, games and contests were most highly motivating in PEHM and least highly motivating in Math. Role-playing was most motivating in English and least highly motivating in Math.

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

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 could derive from these factors.

Moreover, among the teaching devices, teacher's lecture was overwhelmingly ranked as first. Among the teacher-related factors, the students ranked 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. Furthermore, the respondents ranked textbooks as first, equipment as second, and computers, third, as learning motivators. The latter may be due to computers being less frequently used in most of their subjects except in computer class.

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

Since more than three-fourths of the respondents reported to have no personal copies of their textbooks in THE, it is suggested that teachers 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 varied according to the class subject, it is recommended that the application of these 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 general 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.

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