

Assessing Intrinsic Motivation Towards the Learning Abilities of BEED Students

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Abstract— This study aimed to explore the intrinsic motivation and learning abilities of BEED (Bachelor of Elementary Education) students at UM Tagum College, investigating whether a significant relationship exists between these factors. Employing a non-experimental quantitative descriptive approach, the research utilized an adapted questionnaire to collect data from 200 BEED students across all academic years. Analysis of the tabulated data was conducted using the Pearson correlation coefficient (Pearson-r). The findings revealed a notable response from the participants concerning both intrinsic motivation and learning abilities. For learning abilities, concentration and memory indicator garnered exceptionally high responses, while studying and taking notes received generally high ratings. For intrinsic motivation, indicators such as effort, interest, and value received a similar high response. The obtained correlation coefficient of 0.625 indicates a positive relationship, signifying a connection between intrinsic motivation and learning abilities. This suggests that as intrinsic motivation increases, learning abilities also tend to increase, and vice versa, reflecting a positive correlation between the two variables. Conclusively, the implications of this study extend to the educational practice at UM Tagum College, offering insights that can aid faculty in identifying areas for improvement in teaching strategies and approaches. By understanding the interplay between intrinsic motivation and learning abilities, educators can better tailor their methods to optimize student performance and overall learning outcomes.

Keywords— BEED students: Intrinsic Motivation: Learning Abilities: Philippines

I. INTRODUCTION

Learning ability poses a notable challenge for students, influencing their understanding of concepts [27]. Traditional learning methods often fail to stimulate learners' curiosity or motivation to acquire new knowledge and enhance their learning ability. Instead, these methods typically maintain learners' current mental states without encouraging them to seek further growth or development [20]. The absence of emphasis on nurturing students' learning abilities such as concentration, focus, and attention skills in higher education has led to restricted learning retention among students. This limitation stems from the multitude of distractions that surround them [14].

A survey in Metro Manila revealed the poor performance of Filipino school children, teacher competency, commitment, and the medium of teaching are among the factors that affect pupils' ability to learn [31]. Locally, the Department of Education (DepEd) in the Davao Region is most concerned about the dropping achievement rates. The absence of parental guidance, poor study habits, and insufficient study abilities were to blame for the dropping accomplishment rates of Davao City's primary and high school pupils [30].

Learning ability as characterized by effective study habits such as completing homework, actively engaging in class, managing time efficiently, maintaining focus, and exerting effort have been linked to a notable positive association with academic achievement [11]. Moreover, it is emphasized that students must cultivate study habits as these encompass learning abilities essential for education. Lacking the development of study habits may hinder students from performing well and enhancing their academic performance [9]

In addition, students frequently report experiencing diminished concentration levels attributable to numerous distractions in their environment, impacting their learning abilities [32]. Despite the challenges, students should aim to sustain their concentration on learning [3]. Consequently, structured note taking is considered as one of the classroom strategies for interactive learning [4]. Note-taking is a common learning ability that enables students to capture, clarify, arrange, and understand information [16]. Also, apart from generating a document for future reference, the act of note-taking can also be advantageous for the learning process itself [21].

On the other hand, intrinsic motivation is when someone is driven by the enjoyment, challenge, or satisfaction of an activity rather than by an external result, deadline, or reward [17]. Motivation plays a pivotal role in the dynamics of teaching and learning. When students are intrinsically motivated to learn, it imbues the learning journey with vitality and allure, fostering a positive impact on their attitudes and eagerness to engage actively during lectures [19].

Moreover, there exists a correlation between intrinsic motivation and learning abilities. Intrinsic motivation correlates with heightened levels of effort, task performance, and a proclivity for embracing challenges—all of which are advantageous traits to cultivate in students who will eventually contribute to an increasingly educated workforce [24]. Similarly, children with strong conceptual learning abilities, enhanced memory, and notable academic achievements are more likely to exhibit intrinsic motivation [13]. Besides, the benefits of intrinsic motivation extend beyond individual achievement to encompass broader indicators of student success, including enhanced learning capacity [7].

The main purpose of this study was to assess the Intrinsic Motivation towards the Learning Abilities of BEED students.

Specifically, the study sought to answer the following objectives:

1. To identify the level of Intrinsic Motivation of BEED students in terms of;
 - 1.1 Effort
 - 1.2 Interest
 - 1.3 Values/Usefulness
2. To identify the level of Learning Abilities of BEED students in terms of;
 - 2.1 Taking notes
 - 2.2 Studying
 - 2.3 Concentration and memory
3. To determine the significant relationship between intrinsic motivation and learning abilities of BEED students.

The hypothesis of this study was tested at a 0.05 level of significance stating that there is no significant relationship between Intrinsic Motivation and the Learning Abilities of BEED students.

The desire to put effort into learning for learning's sake is known as global intrinsic motivation. In other words, intrinsic motivation is a person's internal drive to work hard to accomplish a task. Specifically, intrinsic motivation is to be motivated by internal considerations, such as enjoyment of the action, interest, or seeing the activity as a chance to learn. Intrinsic motivation is essential to the self-determination hypothesis, which contends that the desire to advance and find fulfilment underlies all human behavior [26]

Moreover, improving one's ability to learn is a valuable and practical educational goal. However, a student's academic potential typically determines the rate at which they can learn. Teachers should be aware that these students may succeed in more specialized fields. Learning keeps the body and mind alive and engaged. It enables individuals to acquire fresh viewpoints on their surroundings that are informed by knowledge [8]. Besides, cognitive strategies empower learners to directly engage with language material by employing methods such as logical reasoning, critical analysis, note-taking, summarization, and synthesis [22].

Students' active engagement due to motivation, fosters focus and improves learning [28]. Furthermore, the skill of concentration aids students in maintaining their focus on a task until its completion and facilitates consistent attendance in classes from start to finish. Also, concentration, characterized by the ability to devote undivided attention to a singular task while disregarding external distractions, is essential for activities such as reading, learning, and deep thinking. It is imperative for students to possess strong concentration skills to engage deeply with academic subjects and actively participate in classroom discussions. However, the absence of concentration may lead to reduced interaction between teachers and students [25].

II. METHOD

A. Research Design

This study employed a non-experimental quantitative descriptive style of study. Descriptive research frequently uses numbers since it aims to gather quantifiable data to produce statistical analysis. This descriptive-correlation type method of

research was employed in this study to gather data, ideas, information, and facts of assessing the extent to which variables were correlated to each other. Descriptive data were usually collected through a questionnaire survey. Also, correlational research involved the collection of data to determine to what degree of relationship exists between two variables [5]. The researchers utilized a modified adapted survey questionnaire in gathering the data.

B. Research Participants

The study was conducted at UM Tagum College. The participants that were involved in the study were the students taking Bachelor of Elementary Education in UM Tagum-Mabini Campus, particularly first year to fourth year college students. UM Tagum College have an overall student population of 12,787, which contains 423 BEED - students as of S.Y 2023. However, the researchers only selected 200 students from first year to fourth year to participate in the study, regardless of their characteristics, such as gender, age, and status. The inclusion criteria in this study are: (a) must be enrolled in UMTC (b) must be a Bachelor of Elementary Education student (c) must be willing to participate in the study. The exclusion criteria in this study are: (a) not enrolled in UMTC (b) not a BEED students (c) not willing to participate in the study.

III. RESULTS AND DISCUSSIONS

A. Level of Intrinsic Motivation

Table I shows the level of intrinsic motivation of BEED students of UM Tagum College with an overall mean of 3.73 described as a High with a standard deviation of 0.53. This means that intrinsic motivation of BEED students is highly observed. Among all indicators, Interest got the highest mean score of 3.87 with a standard deviation of 0.61 with a descriptive equivalent of high, followed by Values/usefulness with a mean score of 3.78 with a standard deviation of 0.55 with a descriptive equivalent of high, and lastly, Effort obtained a mean score of 3.54 with a standard deviation of 0.66 with the descriptive equivalent of high.

TABLE I. Level of Intrinsic Motivation of BEED Students

Indicators	Mean	Standard Deviation	Descriptive Level
1. Effort	3.54	0.66	High
2. Interest	3.87	0.61	High
3. Value/Usefulness	3.78	0.55	High
Overall	3.73	0.53	High

Students exhibit and utilize a significant degree of intrinsic motivation, stemming from internal sources to drive their desire to accomplish something. Hence, it is imperative for educators to prioritize students' learning motivation when delivering classes and lectures [2]. Motivation holds significance in the realm of learning, functioning as a driving force that shapes the value and benefits associated with the learning process. It not only prompts behavior but also exerts influence, potentially leading to changes in behavior. Moreover, the strength of an individual's motivation plays a crucial role in determining the quality of their actions, whether

in the context of learning, professional endeavors, or other aspects of life [34].

In addition, Arousing interest can contribute to a more active and motivated learning experience in [15]. Consequently, motivation plays a significant role in attaining educational objectives. It acts as a driving force for students throughout the learning journey, influencing their level of engagement, ability, and behavior in pursuit of learning goals [29].

B. Level of Learning Abilities

Table II shows the level of learning abilities of the BEED students in UM Tagum College with an overall mean of 3.90 described as high with a standard deviation of 0.50. This means that the learning abilities of BEED students is moderately high.

Among all the indicators, concentration and memory got the highest mean score of 4.02 with a standard deviation of 0.59 with a descriptive equivalent of very high. Followed by the next contributing indicator which is taking notes with a mean score of 3.89 describes as a high with a standard deviation of 0.64 and lastly, the studying obtained a mean score of 3.81 describes as a high with a standard deviation of 0.52.

TABLE II. Level of Learning Abilities of BEED Students

Indicators	Mean	Standard Deviation	Descriptive Level
1. Taking notes	3.89	0.64	High
2. Studying	3.81	0.52	High
3. Concentration and Memory	4.02	0.59	Very High
Overall	3.90	0.50	High

Students who expressed satisfaction with their chosen major demonstrated the highest levels of learning ability. Possessing learning ability serves as a fundamental competency that empowers students with lifelong learning skills [23]. Likewise, students showed strong confidence in their learning abilities and displayed very positive study habits in writing. They also exhibited moderately positive study habits in time management, preparing for tests, taking notes, and reading skills [1].

Similarly, the study habits, which reflect students' learning abilities, are relatively average. It is important to focus on improving students' study habits, particularly in areas such as note-taking, reading skills, and overall health, as this can positively impact their academic performance [33]. Enhancing the autonomous learning abilities of college students is crucial for nurturing skilled individuals and facilitating their holistic growth and development [18].

C. Significant Relationship between Intrinsic Motivation and Learning Abilities of BEED Students

TABLE III. Significance on the Relationship between Intrinsic Motivation and Learning Abilities of BEED students

Variables	Mean	SD	R-Value	R-Squared	P-Value
Motivation	3.75	0.55	0.625	0.3906	0.001
Learning Abilities	3.90	0.50			

*Significant at 0.05 level of significance

The results presented in Table III highlight the significant relationship between intrinsic motivation and learning abilities among BEED students. Based on the findings of the study, it can be inferred that intrinsic motivation plays a pivotal role in shaping students' learning abilities. Furthermore, the positive correlation observed between these two variables suggests that as intrinsic motivation increases, so does the level of learning abilities. The obtained p-value of 0.001, in comparison to the significance level of 0.05, indicates that the hypothesis is rejected, signifying a noteworthy relationship between intrinsic motivation and learning abilities among BEED students. With an overall correlation coefficient (R-value) of 0.625, it is evident that intrinsic motivation and learning abilities are positively correlated.

When individuals are intrinsically motivated, they tend to be more engaged, focused, and persistent in their learning activities. They have a genuine interest and curiosity in the subject matter, which enhances their ability to process and retain information. Intrinsic motivation also fosters a positive attitude towards learning, making individuals more willing to take risks, seek challenges, and explore new concepts [6]. Likewise, in the learning process, motivation boosts students' learning [10]. A highly motivated students can increase students' active engagement as well as fosters focus and improves learning [28].

IV. CONCLUSIONS

The research findings reveal that among first-year to fourth-year students at UM Tagum College, levels of intrinsic motivation are notably high across various dimensions. Specifically, the aspects of effort, interest, and perceived value or usefulness garnered high ratings, contributing to an overall elevated mean score for intrinsic motivation. Moreover, when examining learning abilities, students displayed high proficiency in note-taking, studying, and particularly, concentration and memory, which received an exceptionally high rating. These results collectively underscore a strong positive correlation between intrinsic motivation and learning abilities. In general, the study confirms a significant relationship between intrinsic motivation and learning abilities among BEED students at UM Tagum College.

Furthermore, it can be inferred that the strong levels of intrinsic motivation observed among BEED students at UM Tagum College are conducive to fostering strong learning abilities. This positive correlation highlights the importance of nurturing intrinsic motivation as a means to enhance students' overall academic performance and engagement. Additionally, the high ratings across various dimensions of both intrinsic motivation and learning abilities underscore the potential for targeted interventions and educational strategies aimed at further optimizing these factors. Ultimately, these findings provide valuable insights for educators and policymakers in designing tailored approaches to support student success and promote a thriving learning environment within the academic setting.

V. RECOMMENDATIONS

The researchers propose the following recommendations

based on the descriptive-correlational research findings:

1. Students must maintain and cultivate their intrinsic motivation by setting personal goals and finding ways to connect their studies with own interests and values. Also, take proactive steps to enhance learning abilities, such as improving note-taking skills, developing effective study habits, and practicing techniques to enhance concentration and memory. Furthermore, seek support and guidance from teachers or academic advisors if one encounter challenges or need assistance in maximizing intrinsic motivation and learning abilities.

2. Teachers may incorporate diverse teaching strategies and approaches that promote intrinsic motivation, such as fostering a supportive and engaging classroom environment, providing meaningful and relevant learning experiences, and offering opportunities for student autonomy and choice. In addition, encourage students to set goals and track their progress, providing feedback and recognition to reinforce their intrinsic motivation and efforts towards learning. Teachers may also collaborate with colleagues and participate in professional development opportunities to enhance own understanding of intrinsic motivation and effective instructional practices.

3. School Administrators must foster a school culture that values and prioritizes intrinsic motivation and learning excellence, recognizing and rewarding student achievements and efforts in these areas. Also, provide resources and support for teachers to implement evidence-based strategies for promoting intrinsic motivation and enhancing learning abilities among students. School administrators may also create opportunities for interdisciplinary collaboration and research initiatives aimed at further exploring the relationship between intrinsic motivation, learning abilities, and academic success.

4. Future Researchers may build upon the findings of this study by conducting longitudinal research to explore the long-term effects of intrinsic motivation on academic achievement and career success among BEED students. Additionally, investigation can be conducted on the effectiveness of specific interventions and educational programs designed to enhance intrinsic motivation and learning abilities in diverse student populations. Also consider exploring the role of external factors, such as family support, peer relationships, and school culture, in shaping intrinsic motivation and learning outcomes among students.

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