

RELATIONSHIP BETWEEN MOTIVATED STRATEGIES OF LEARNING AND THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

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Objectives

- Determine the relationship between motivation strategies of learning and the academic performance of senior high school students in the province of Bulacan.
- Differentiate the assessment of Grade 11 and Grade 12 in their motivation strategies of learning
- Present the significant relationship between motivated strategies of learning and academic performance of the Grade 11 and Grade 12 students

Statement of the Problem

- What is the relationship between motivation strategies of learning and the academic performance of senior high school students in the province of Bulacan?
- What is the assessment of Grade 11 and Grade 12 in their motivation strategies of learning?
- What is the significant relationship between motivated strategies of learning and academic performance of the Grade 11 and Grade 12 students

Research Method

- Descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups, or (sometimes) physical environment (such as schools) (Fraenkel & Wallen, 2003).
- Motivated Strategies for Learning Questionnaire (MSLQ)
- Purposive Sampling - schools offering Humanities and Social Sciences (HUMSS)
- Simple random sampling was used also in determining all of the Grade 11 and Grade 12 student-respondents



MOTIVATION STRATEGIES OF LEARNING

1. Value Components

- a) Intrinsic Goal Orientation
- b) Extrinsic Goal Orientation
- c) Task Value

2. Expectancy Components

- a) Control Beliefs or Control of Learning
- b) Self-Efficacy for Learning and Performance

3. Affective Components

- a) Test Anxiety



4. Cognitive and Metacognitive Strategies

- a) Rehearsal
- b) Elaboration
- c) Organization
- d) Critical Thinking
- e) Metacognitive Self-Regulation

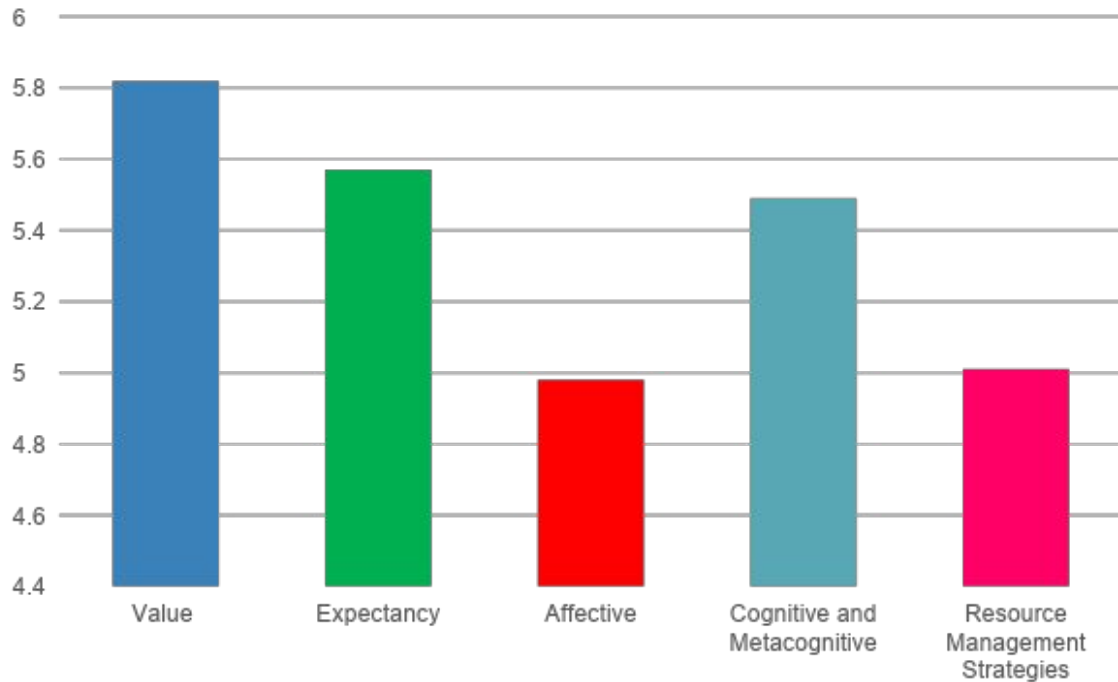
5. Resource Management Strategies

- a) Time and Study Environment
- b) Effort Regulation
- c) Peer Learning
- d) Help Seeking



Results and Discussions

Assessment of Grade 11 and Grade 12
Motivated Strategies of Learning



Value Components

- 5.82 / “Motivated”

Expectancy Components

- 5.57 / “Motivated”

Affective Components

- 4.98 / “Somehow Motivated”

Cognitive & Metacognitive Strategies

- 5.49 / “Somehow Motivated”

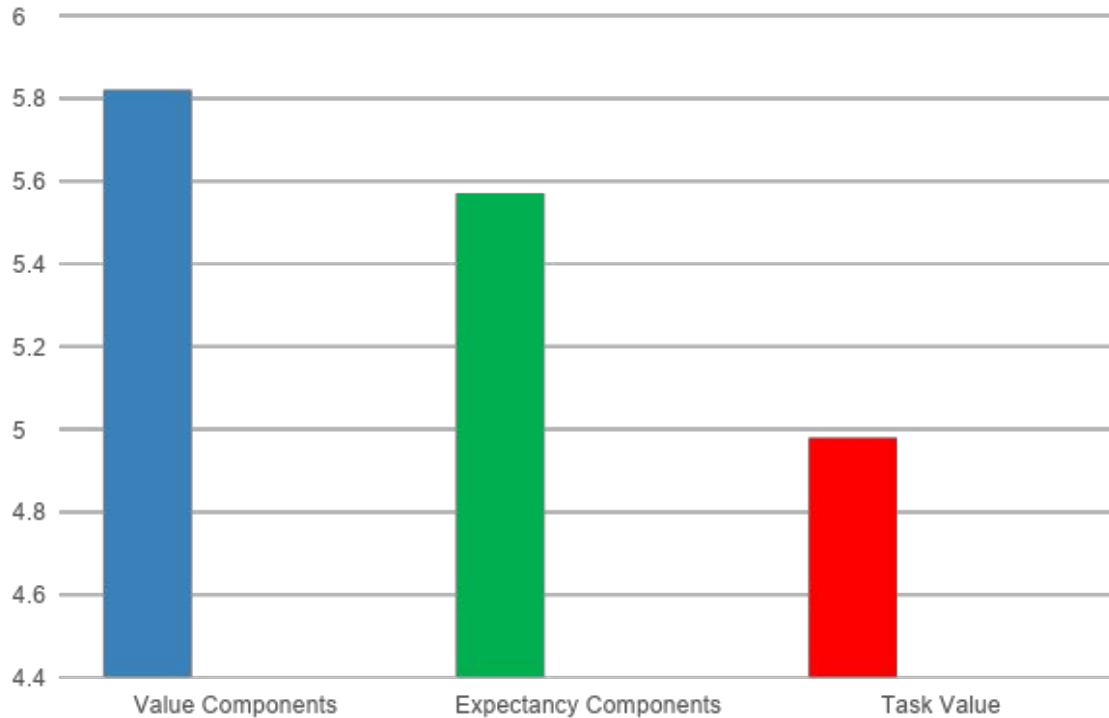
Resource Management Strategies

- 5.01 / “Somehow Motivated”



Results and Discussions

MOTIVATION SCALES

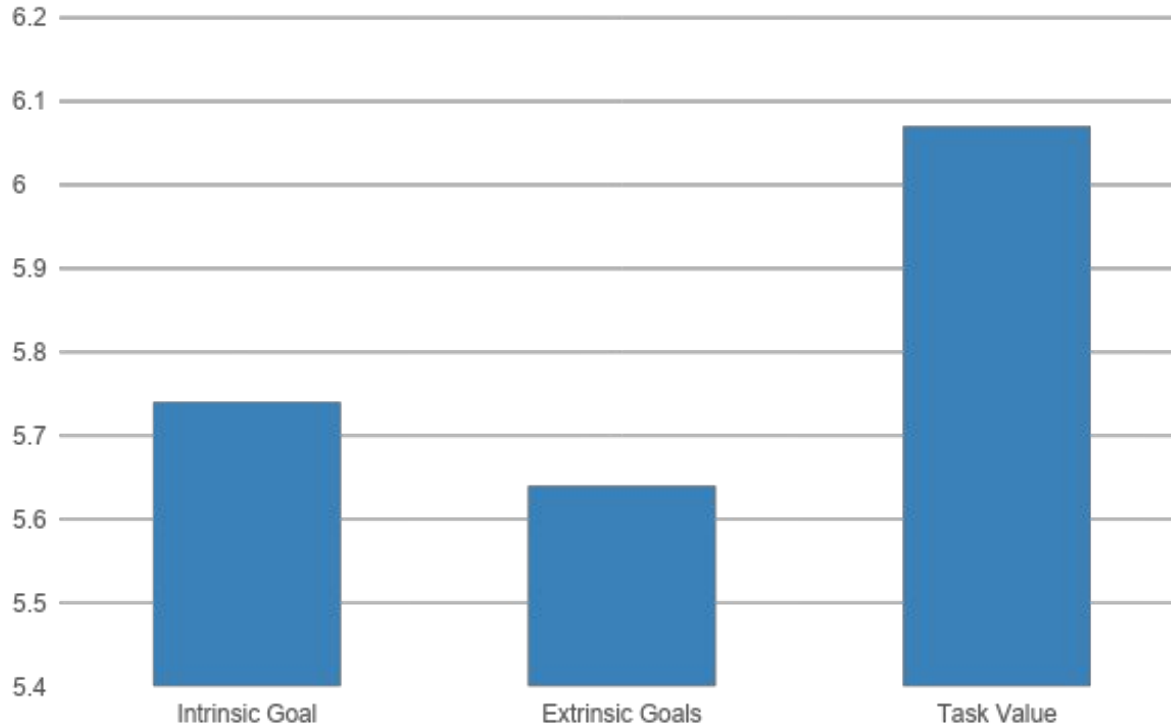


- ◆ **Value Components**
- 5.82 / “Motivated”
- ◆ **Expectancy Components**
- 5.57 / “Motivated”
- ◆ **Affective Components**
- 4.98 / “Somehow Motivated”



Results and Discussions

VALUE COMPONENTS



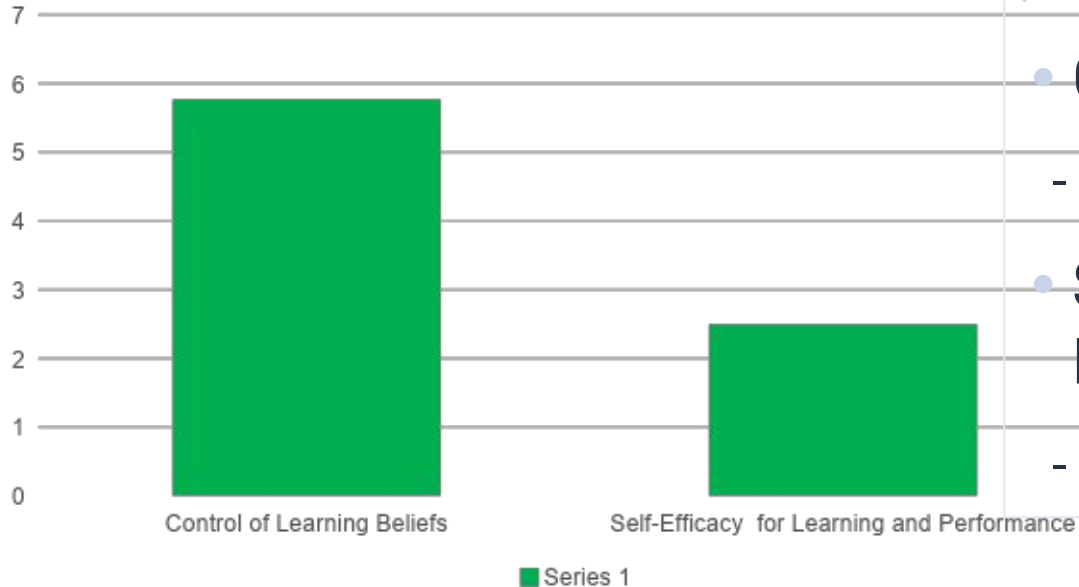
Value Components

- **Intrinsic Goal Orientation**
- 5.74 / “Motivated”
- **Extrinsic Goal Orientation**
- 5.67 / “Motivated”
- **Task Value**
- 6.07 / “Motivated”



Results and Discussions

EXPECTANCY COMPONENTS



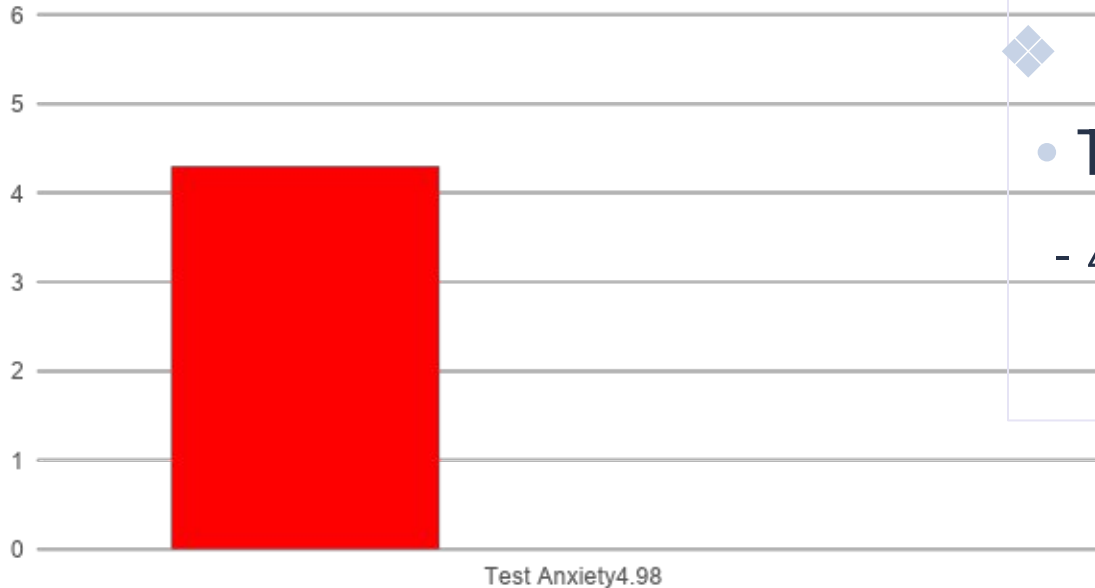
Expectancy Components

- Control of Learning Beliefs
- 5.77 / “Motivated”
- Self-Efficacy for Learning and Performance
- 5.38 / “Somehow Motivated”



Results and Discussions

AFFECTIVE COMPONENTS



Affective Components

- Test Anxiety
- 4.98 / “Somehow Motivated”



Results and Discussions

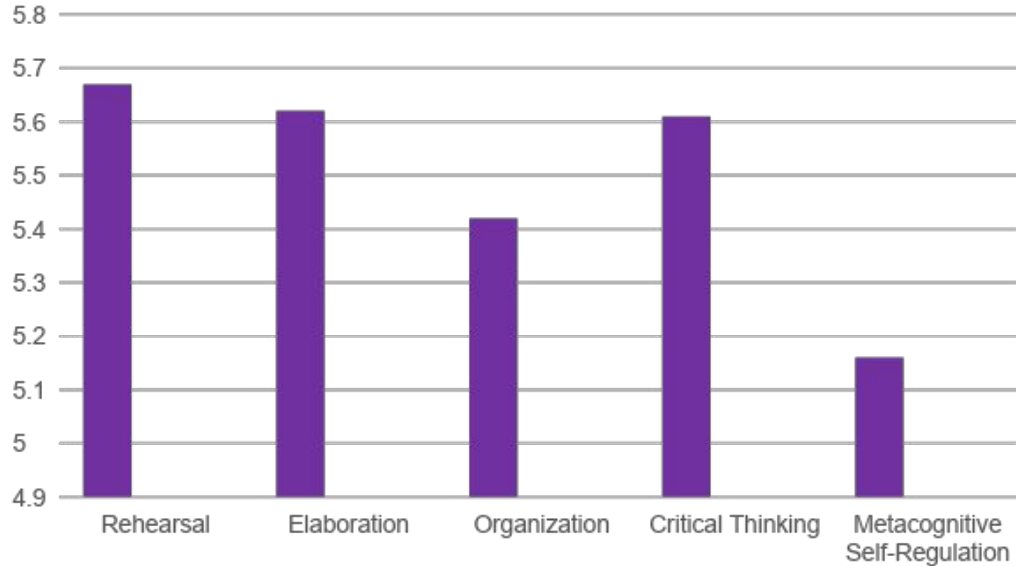


- ◆ Cognitive & Metacognitive Strategies
- 5.49 / “Somehow Motivated”
- ◆ Resource Management Strategies
- 5.01 / “Somehow Motivated”



Results and Discussions

COGNITIVE AND METACOGNITIVE STRATEGIES



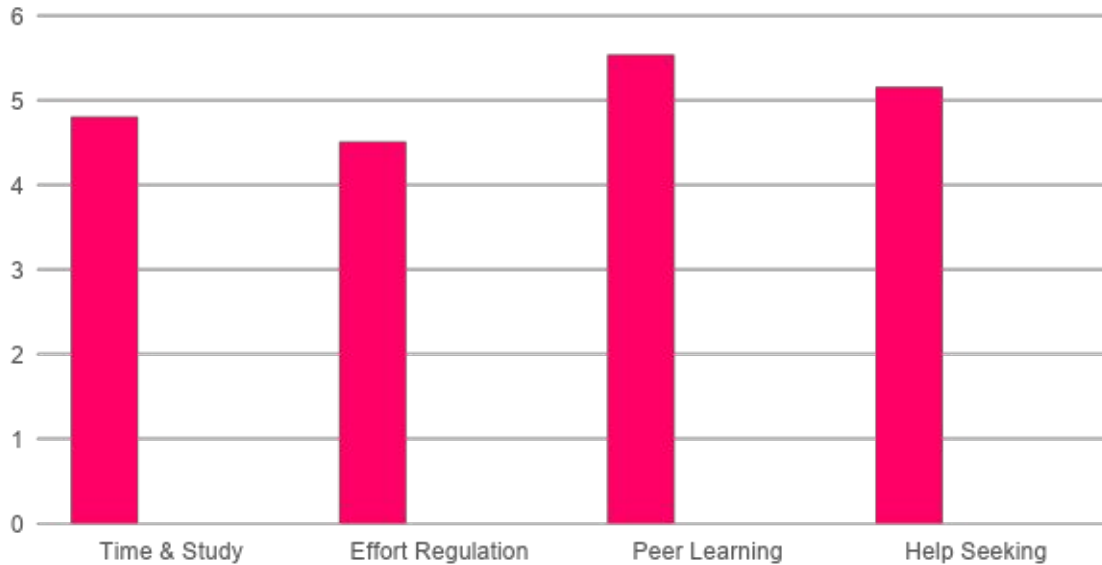
Cognitive & Metacognitive Strategies

- **Basic Rehearsal**
- 5.67 / “Motivated”
- **Elaboration**
- 5.62 / “Motivated”
- **Organization**
- 5.42 / “Somehow Motivated”
- **Critical Thinking**
- 5.61 / “Somehow Motivated”
- **Metacognitive Self-Regulation**
- 5.16 / “Somehow Motivated”



Results and Discussions

RESOURCE MANAGEMENT STRATEGIES



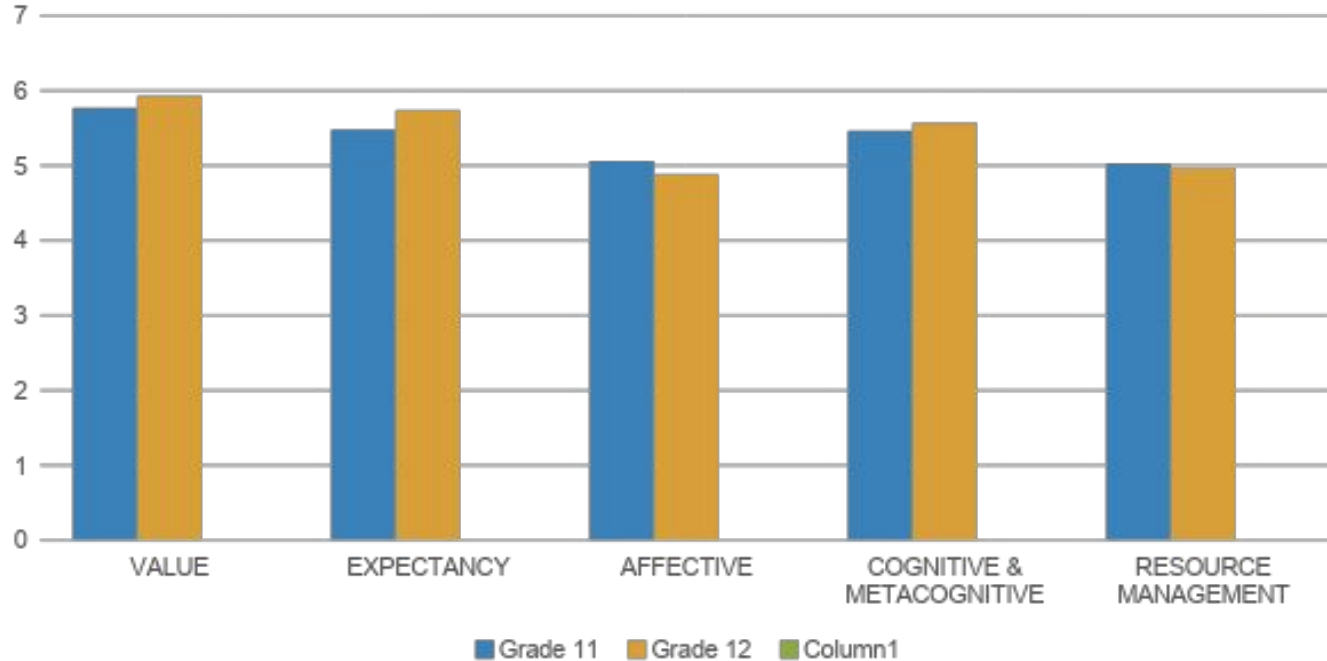
Resource Management Strategies

- Time & Study Environment
- 4.81 / “Somehow Motivated”
- Effort Regulation
- 4.51 / “Somehow Motivated”
- Peer Learning
- 5.54 / “Motivated”
- Help Seeking
- 5.16 / “Somehow Motivated”



Results and Discussions

SUMMARY OF ASSESSMENT OF GRADE 11 & GRADE 12





Results and Discussions

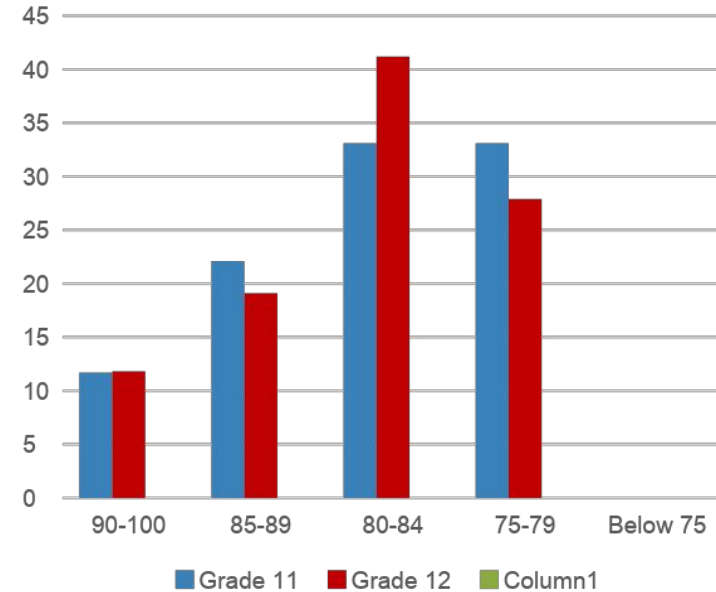
Motivated Strategies of Learning	Grade 11			Grade 12		
	Weighted Mean	Verbal Interpretation	Descriptor	Weighted Mean	Verbal Interpretation	Descriptor
Value Components	5.77	True of Me	Motivated	5.93	True of Me	Motivated
Expectancy Components	5.48	Somehow True of Me	Somehow Motivated	5.74	True of Me	Motivated
Affective Components	5.06	Somehow True of Me	Somehow Motivated	4.88	Somehow True of Me	Somehow Motivated
Cognitive and Metacognitive Strategies	5.46	Somehow True of Me	Somehow Motivated	5.57	True of Me	Motivated
Resource Management Strategies	5.03	Somehow True of Me	Somehow Motivated	4.97	Somehow True of Me	Somehow Motivated



Results and Discussions

Academic Performance	Grade 11			Grade 12		
	Frequency	Percentage	Descriptor	Frequency	Percentage	Descriptor
90-100	16	11.70%	Outstanding	8	11.80%	Outstanding
85-89	30	22.10%	Very Satisfactory	13	19.10%	Very Satisfactory
80-84	45	33.10%	Satisfactory	28	41.20%	Satisfactory
75-79	45	33.10%	Fairly Satisfactory	19	27.90%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations	0	0.00%	Did Not Meet Expectations

ACADEMIC PERFORMANCE





Results and Discussions

**Relationship between Motivated Strategies of Learning
and Academic Performance of Grade 11 and Grade 12 students**

First Semester General Average	Descriptor	Frequency	Mean	Chi Square Value	P-Value	Decision	Remarks
90-100	Outstanding	24	5.19	9.837	0.277	Failed to Reject the Hypothesis	There is no significant relationship
85-89	Very Satisfactory	43	5.59				
80-84	Satisfactory	73	5.41				
75-79	Fairly Satisfactory	64	5.40				
Below 75	Did not Meet Expectations	25	5.31				
TOTAL		229	5.40				



Conclusions

1. The Grade 11 and Grade 12 students' assessments on their motivated strategies of learning as follows:

For the **Motivation scales** , *Value Components* were mostly **"Motivated"**; *Expectancy Components* were **"Motivated"**, however, on the sub-component **Self-Efficacy for Learning and Performance** , students' assessments were " **Somehow Motivated**"; and *Affective Component* particularly with regards to **Test Anxiety** , students' assessments were **"Somehow Motivated"**.

For the **Strategies of Learning scales** , *Cognitive and Metacognitive Strategies* , particularly the sub-component on **Organization, Critical Thinking, and. Metacognitive Self-Regulation** , the students' assessments were **"Somehow Motivated"**; *Resource Management Strategies* , particularly in the sub-components **Time and Study Environment, Effort Regulation** and **Help Seeking** , the students' assessments were **"Somehow Motivated"**.



Conclusions

2. Relationship between motivated strategies of learning and academic performance of the Grade 11 and Grade 12 students

There is **no significant relationship** between the assessment on the motivated strategies of learning to the academic performance of the Grade 11 and Grade 12 respondents.



**Thank you for
listening!**