Relationship of Motivated Strategies of Learning and the Academic Performance of Senior High School Students in the Province of Bulacan

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Abstract: This paper determined the relationship between motivated strategies of learning and the academic performance of senior high school students in the province of Bulacan. The researcher used McKeachie, Pintrich, Lin, & Smith's (1986) theory of general cognitive view of motivation and learning strategies that underlies the Motivated Strategies for Learning Questionnaire (MSLQ) which was modified and used as the main instrument in gathering the data needed in the study. The statistical treatment used were frequency and percentage, weighted mean and chi square through the Statistical Package for Social Sciences (SPSS) software. Findings revealed that there is no difference and no relationship between motivated strategies of learning and the HUMSS Grade 11 and Grade 12 students. The following recommendations are proposed: (1) The Motivated Strategies of Learning Questionnaire may be used also to the different strands/track being offered in senior high schools. (2) Teachers are highly encouraged to utilize their daily lesson plans/logs and deliver the lessons in accordance with the issuances of the Department of Education, that will further enhance the motivation skills and strategies of learning, not only of the students, but the motivation skills and strategies of teaching as well.

Key Words: motivated strategies of learning; academic performance; senior high school students; HUMSS; Bulacan

1. INTRODUCTION

The Philippine Development Plan 2011-2016 determined that a nation's vision of comprehensive development and improvement includes venture in human capital, especially through giving quality basic education that focuses on the preparation of specialized professional abilities preparing, and pertinent and receptive higher education.

As specified in the Republic Act No. 10533, otherwise called as "Enhanced Basic Education Act of 2013", the state will build up, keep up and support a total, sufficient, and integrated system of education which is significant to the needs of the people, the nation and society in general. Similarly, it is consequently pronounced the plan of the State that each graduate will be an empowered person who is educated, through a program that has been established on a comprehensive educational standards and equipped towards excellence, the formations for life-long learning, the suitability to take part in work and be beneficial, the capacity to

exist together in consistent productivity within national and international links, the ability to take part in self-governance, innovative, and basic reasoning, and the limit and eagerness to change others and one's self.

K to 12 Education Program is the lead program of the Department of Education that means to create Filipino graduates who are completely formed with twenty-first century capabilities and ready for higher education, middle-level capacities enhancement, work, and business enterprise. Consequently, a new education program is implemented by educators which depends on the nature of instruction and learning techniques, learning materials and evaluation of learners. In addition, an upright curriculum assumes a vital job in producing life-long learning abilities, together with humane and just social dispositions and aptitudes, like, resistance and regard, helpful administration of assorted variety, diplomatic relationship, advancement and high regard of human rights, gender equality and comprehensiveness.

To provide anchor and support for the study, the researcher used the theory of general cognitive view of motivation and learning strategies. McKeachie, Pintrich, Lin, & Smith (1986) present the general theoretical framework that underlies the Motivated Strategies for Learning Questionnaire (MSLQ). Other articles that discuss the theoretical framework include Pintrich (1988a, b; 1989), Pintrich & Garcia (1991), and Pintrich and DeGroot (1990).

Essentially, there are two scales: the motivation scales and learning strategies scales. The motivation scales evaluate students' goals and value beliefs for a course, their beliefs about their skill to succeed in a course, and their anxiety about tests in a course. On the other hand, the learning strategies scales emphasized on students' use of different cognitive and metacognitive strategies.

Motivation scales include the following components and subcomponents as follows: Value Components involves goal orientation which includes student's perception of the reasons of being a part in a particular learning task. Goal Orientation is divided into: (a) Intrinsic Goal Orientation includes the degree to which the student sees oneself to take an interest in a task for reasons, for example, challenge, interest, dominance. (b) Extrinsic Goal Orientation includes how much the student sees oneself to take an interest in an undertaking for reasons, for example, grades, rewards, performance, assessment by others, and competition. (c) Task Value includes student's assessment of how interesting, how essential, and how helpful the task is.

Next motivation scale is the Expectancy Components: (a) Control of Learning Beliefs or Control of Learning includes students' convictions that their endeavors to learn will result in positive results. (b) Self-Efficacy for Learning and Performance includes two parts of expectancy: Expectancy for success includes performance expectations which can be related explicitly to task performance. Self-efficacy is a self-evaluation of one's capacity to master a task and incorporates decisions about one's capacity to achieve a task just as one's trust in one's aptitudes to perform that task.

The Affective Component, particularly, Test anxiety is composed of two subcomponents: a worry, or intellectual subcomponent includes students' negative thoughts that disturb performance. While the emotionality part includes the affective and physiological excitement of anxiety.

Learning Strategies Scales includes Cognitive and Metacognitive Strategies such as: (a) Rehearsal strategies are best utilized for straightforward assignments and activation of data in working memory instead of acquiring new data in long term memory. (b) Elaboration strategies help students store data into long term memory by structuring internal associations between items to be studied. (c) Organization strategies help the student select proper data and furthermore build associations among the data to be studied. Instances of organizing strategies are grouping, sketching out, and choosing the principle thought in selected readings. This should result in better performance. (d) Critical Thinking includes the degree in which the students report applying past learning to new circumstances so as to take care of issues, achieve choices, or make basic assessments as measures of perfection. (e) Metacognitive Self-Regulation or Metacognition includes the mindfulness, knowledge, and control of cognizance.

Next learning strategies includes Resource Management Strategies: (a) Time and Study Environment wherein students most likely oversee and control their time and their study surroundings. Study environment management includes the setting where the student does the class work. (b) Effort (Self) Regulation includes students' capacity to control their effort and consideration even with disturbances and uninteresting tasks. (c) Peer Learning includes working together with one's companions that has positive effects on achievement. (d) Help Seeking is another part of the environment that the student must figure out how to oversee with the help of others or helping others as well, particularly between friends and teachers.

2. METHODOLOGY

The researcher used a modified instrument that originated from the modified instrument, the Motivated Strategies for Learning Questionnaire (MSLQ) which was answered by the student-respondents.

The researcher first used the purposive sampling in identifying the schools offering Humanities and Social Sciences (HUMSS) subjects in the four districts of Bulacan. Simple random sampling was used also in determining all of the student-respondents, 164 were Grade 11 and 93 were Grade 12 who answered the questionnaire.

Likert scale was used to modify the answers of the respondents considering seven-point scale with only two options to answered with: (7) Very true of me, and (1) Not at all true of me as the corresponding scale.

For the validity of the instrument, the researcher conducted the content validity type in which the test will represents the essence, topics and areas that the test is designed to measure. After the consultation and upon the approval of her adviser, the researcher sent written permission letters to various educational experts in the field of education from various educational institutions in Metro Manila and the province of Bulacan to validate the appropriateness of content of the instrument to be used to Philippine educational setting. The questionnaire was presented also to English professors and/or grammarians to verify the use of grammar and sought suggestions regarding the use of appropriate words.

For the reliability testing of the modified instrument, the researcher administered the questionnaire to thirty (30) public senior high school students preferably in her very own teaching station, Assemblywoman Felicita G. Bernardino Memorial Trade School in Marilao, which is also under the District IV. The researcher used Cronbach's Alpha with 0.95 reliability test result. This meant that each of the statements in the mentioned elements and sub-elements were very highly reliable. The statistical treatment used were frequency and percentage, weighted mean and chi square through the Statistical Package for Social Sciences (SPSS) software.

3. RESULTS AND DISCUSSION

Based on the results of the statistical analyses done, the following findings were drawn:

1. The Grade 11 and Grade 12 students' assessment on their Motivated Strategies of Learning

1.1. Value Components

The Grand Weighted Mean of 5.82 were obtained by the Value Components. This means that the student-respondent's assessments on their Motivation Scale were "True of Me" or "Motivated".

1.1.1. Intrinsic Goal Orientation

An overall weighted mean of 5.74 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.1.2. Extrinsic Goal Orientation

An overall weighted mean of 5.67 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.1.3. Task Value

An overall weighted mean of 6.07 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.2. Expectancy Components

The Grand Weighted Mean of 5.57 were obtained by the Expectancy Components. This means that the student-respondent's

assessments on their Motivation Scale were "True of Me" or "Motivated".

1.2.1. Control of Learning Beliefs (or Control of Beliefs)

An overall weighted mean of 5.77 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.2.2. Self-Efficacy for Learning and Performance

An overall weighted mean of 5.38 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.3. Affective Component

1.3.1. Test Anxiety

An overall weighted mean of 4.98 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

Among the three components of the Motivation Scales, Value Components obtained the highest weighted mean of 5.82, Expectancy Components obtained the weighted mean of 5.57, who both have student-respondent's assessments were "True of Me" or "Motivated", and lastly, the Affective Components obtained the lowest weighted mean of 4.98 with student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.4. Cognitive and Metacognitive Strategies

The Grand Weighted Mean of 5.49 were obtained by the Metacognitive Self-Regulation. This means that the student-respondent's assessments on their Motivation Scale were "Somehow True of Me" or "Somehow Motivated".

1.4.1. Basic Rehearsal

An overall weighted mean of 5.67 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.4.2. Elaboration

An overall weighted mean of 5.62 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.4.3. Organization

An overall weighted mean of 5.42 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.4.4. Critical Thinking

An overall weighted mean of 5.61 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.4.5. Metacognitive Self-Regulation

An overall weighted mean of 5.16 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.5. Resource Management Strategies

The grand weighted mean of 5.01 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.5.1. Time and Study Environment

An overall weighted mean of 4.81 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.5.2. Effort Regulation

An overall weighted mean of 4.51 were obtained. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

1.5.3. Peer Learning

An overall weighted mean of 5.54 were obtained. This means that the student-respondent's assessments were "True of Me" or "Motivated".

1.5.4. Help Seeking

An overall weighted mean of 5.16 were obtained. This means

that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated".

Among the Strategies of Learning scale, Cognitive and Metacognition Strategies obtained the highest weighted mean of 5.49. This means that the student-respondent's assessments were "Somehow True of Me" or "Somehow Motivated.

2. The academic performance of the Grade 11 and Grade 12 students during the 1st Semester of School Year 2018-2019 (First Quarter General Average)

Among the Grade 11 students, there were 45 or 33.10% have 80-84 average or "Satisfactory" academic performance; 45 or 33.10% have 75-79 average or "Fairly Satisfactory" academic performance. While among the Grade 12 students, there were 28 or 41.20% have 80-84 average or "Satisfactory" academic performance.

This means that Grade 11 students have higher academic performance than the Grade 12 students. This is a mere reflection that Grade 11 students can study well and very advantageous for them to have few Humanities and Social Sciences subjects, unlike the Grade 12 students.

3. Difference between the assessment of Grade 11 and Grade 12 in the motivated strategies of learning

The study shows that there is no significant difference between the assessment on the motivated strategies of learning to the age, sex, grade level and academic performance of the Grade 11 and Grade 12 respondents.

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

Study shows that 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.

4. CONCLUSIONS

Based on the findings of this study, the following conclusions are given:

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 "True of Me" or "Motivated"; Expectancy Components were "True of Me" or "Motivated", however, on the sub-component Self-Efficacy for Learning and Performance, students' assessments were "Somehow True of Me" or "Somehow Motivated"; and Affective Component particularly with regards to Test Anxiety, students' assessments were "Somehow True of Me" or "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 True of Me" or "Somehow Motivated"; Resource Management Strategies, particularly in the sub-components Time and Study Environment, Effort Regulation and Help Seeking, the students' assessments were "Somehow True of Me" or "Somehow Motivated".

2. The academic performance of the Grade 11 and Grade 12 students during the 1st Semester of School Year 2018-2019 (First Quarter General Average)

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3. Difference between the assessment of Grade 11 and Grade 12 in the motivated strategies of learning

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level and academic performance of the Grade 11 and Grade 12 respondents.

4. 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.

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