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Research Article

The Relationship of Learning Motivation, Reward and Achievement in Scince of Secondary Students in the District of Botolan

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ABSTRACT

The study aimed to determine the effect of learning motivation and reward to the achievement in Science among junior high school students of Botolan District, Division of Zambales during SY 2018-2019.

The study revealed that the respondent is a typical female. The respondents "strongly agree" on extrinsic, intrinsic and task value while "agree" on views about learning, self-efficacy and belief of achievement as dimensions of learning motivation. The respondents "agree" on tangible and intangible as dimensions on rewards system. The respondents "strongly agree" on indicators towards reward system. The students obtain a "passed" rating in their academic performance. There is no significant difference on the dimensions of learning motivation. There is no significant difference on the dimensions of reward system. There is no significant difference on the dimensions of reward system when grouped according to sex profile variable. There is no significant relationship between the academic performance and the dimensions on learning motivation.

The summary of the researches conducted and the assumptions arrived at, the researcher have to give tangible or intangible rewards to deserving students who are exerting efforts to excel in the science class that there is a necessity to train teachers in how to impart students so that they develop intrinsically motivated, as a substitute of just driven along by the idea of the next external reward; that the teachers are to exercise extreme fairness and equality to give rewards and recognition to deserving students.

Keywords: *Reward system, students' motivation, participation, secondary level, Botolan District.*

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Background

Students have low achievements are also have a poor motivation and giving rewards to them is a big help to increase their motivation. Schools have a greater influence on their students because it is depending on their learning strategies. Students studying their lessons harder are students would have a higher grades and motivations. When students are motivated inside, or they are motivated intrinsically they are the students who perform better than the students who received rewards in order to perform well in their study.

Almost all the aspects of schools are driven by motivation. Modern teachers motivate their students to have a high score in test and to other extracurricular activities. When students have a learning disability, they are giving challenge to their teachers but, teachers won't stop giving more attention to achieve their goals to teach their students well. Teachers and parents giving rewards such as foods to eat, medals etc. to their students to finish their assigned tasks in school and even their homework (Myriam & Jay, 1991). Giving rewards to students perform differ from not giving them because when in terms of their works or tasks affected by the given rewards (Amabile & Gitomer, 1984).

Significance of the study

The propose study would provide benefits and beneficial to the following entity:

The Students. They would be properly motivated to study and obtain a higher grade. Absenteeism, tardiness and lack of interest would be lessening if not eradicated.

The Parents. They would be happier and more satisfied on the academic performance of their children. They would have the assurance on the sacrifices they make would not be in vain and put to naught.

The Teachers. It is very consoling to the teacher to see all his/her students are performing well in their class. The teachers should be creative and sensitive in giving rewards/incentives varies from individual differences of the students.

Statement of the problem

The study aimed to determine the effect of learning motivation and reward to the achievement in Science among junior high school students of Botolan District, Division of Zambales during SY 2018-2019.

Specifically, the study sought to provide answers to the following questions:

1. How is the sex profile of student respondents be described?
2. How is the perception towards motivation be described in the following category?
   2.1. Extrinsic Motivation;
   2.2. Intrinsic Motivation;
   2.3. Task Value;
3. How is the reward system described as to?
   3.1. Tangibles; and
   3.2. Intangibles?
4. How is the perception towards Reward System be described?
5. What is the level student academic presentation as reflected on GWA?
6. Is there significant difference on the insight towards dimensions of learning motivation as cited in problem number 2?
7. Is there a significant difference on the insight towards dimensions on reward system?
8. Is there significant differences on the dimension of learning motivation when grouped according to profile variables?
9. Is there significant differences on the dimension of reward system when grouped according to profile variables?
10. Is there significant relationship between dimension on learning motivation and the academic achievement?

Scopes and limitations

This study would be limited to five schools through the duration of one school year. The subject would be limited to subjects of convenience. The subjects would be limited to one grade level of the middle school, the 7th grade.

Methods

Research design

In this research, the researcher used descriptive design of research and standardized survey questionnaire as the main research instrument. Descriptive method of research is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends

and cause effect relationships (Eduardo, 2018). Descriptive way is a study that can attain evidences about existing situations or detect important relationship between current phenomena (Bryman & Bell, 2011). Research is fact finding with adequate interpretation. It is something more and beyond data-gathering. Descriptive way is telling what is elaborate, the account of recording, analysis and interpretation of condition that exist (Calmorin & Calmorin, 2007). Emphasized that expressive research is for to the collecting of data about usual conditions or circumstances for the drive of account and explanation.

Respondents and location

The proposed study conducted at Public Secondary High Schools of DepEd Botolan District, Division of Zambales. These schools include: Botolan National High School, Beneg National High School, Loob Bunga High School, New Taugtog National High School and Panan National High School.

Figure 1. Map showing the Public Secondary Schools in Botolan District of DepEd Division of Zambales

Instruments

The questionnaire and instructed interview are considered as the main instrument to be used in study. The researchers themselves design a questionnaire to be used to conduct answers to the problem. The close-ended questionnaire-checklist was considered as the main instrument to be used in the study. It describes by the researchers themselves and anchored to the problem. It composed of checking the list of features consider by the respondents.

The draft of the questionnaire is constructed by the researchers and the research adviser has validated the questionnaire. Also, adjustment further refinement is made with the assistance still of the research adviser before the reproduction of the final copies of the questionnaire is done.

Data collection

After creating the last flow of the instrument, the researcher required consent and endorsement from the Schools Division Superintendent, Dr. Romeo Alip through letters signed by the researcher and duly noted by Dr. Jessie Echaure, research adviser and Dr. Domingo C. Edaño, Director of PRMSU Graduate School to administer the instrument to the respondents.

After fortifying the commendation, the researcher for myself distributed the instrument to the respondents on the last week of March 2019. The instrument would be gathered a week after. The aims of the study clarified to the respondents, aimed at them to gain better kind of the way of the study. The privacy of their responses also ordered to assure a 100% recovery of the instrument.

Data analysis

Data collected analysed by means of SPSS Version 20.0. Rates of amounts and percentages noted. Correlation and Cross tabulation analysis where appropriate used to find the existence and data which gathered from the survey questionnaire arranged, analysed, interpreted and abridged consequently with the aid of: (1) descriptive statistical techniques such as: frequency counts, simple percentage and mean and (2) inferential statistics such as: Pearson r and t-Test.

Results and Discussions

This chapter present the gathered and processed data using tabular form, analyzed and interpreted to provide a better a clear understanding on the problems asked in Chapter 1.

Respondents' profile

Table 1 shows the frequency and percentage distribution on respondents' sex profile variables.

Table 1. Frequency and Percentage Distribution on Respondents' Sex Profile (N=251)

Sex	Frequency (f)	Percentage (%)
Male	112	44.60
Female	139	55.40
Total	251	100.00

Out of two hundred and fifty-one (251) student-respondents, majority with 139 or equivalent to 55.40% are females and 112 or 44.60% are females.

This finding clearly indicates that the study is dominated by female students and this could be ascribed based on school records from the Office of the Principal, females outnumbered males in terms of enrolment. This scenario is similarly observed towards school climate that the student respondents are more females than males (Ebitner, 2017).

Perception towards learning motivation

Table 2 shows the perception of the student-respondents towards learning motivation.

Table 2. Perception towards Learning Motivation

	Dimensions	Weighted Mean	Qualitative Interpretation	Rank
1	Extrinsic Goals Oriented	3.26	Strongly Agree	3
2	Intrinsic Goals Oriented	3.32	Strongly Agree	2
3	Task Value	3.36	Strongly Agree	1
4	Beliefs About Learning	3.13	Agree	5
5	Self-Efficacy	3.15	Agree	4
6	Expectation of Success	3.00	Agree	6
	Overall Weighted Mean	3.20	Agree	

Table 2 shows the perception of the respondents towards learning motivation.

The respondents "strongly agree" on dimensions as to extrinsic goals oriented with mean of 3.26 and ranked 3rd; intrinsic goals oriented, 3.32 and ranked 2nd; task value, 3.36 and ranked 1st. The respondents "agree" on dimensions as to beliefs about learning, 3.13 and ranked 5th; self-efficacy, 3.15 and ranked 4th while expectation of success with mean of 3.00 and ranked 6th. The computed overall weighted mean on the perception towards dimensions on learning motivation was 3.20 interpreted as "agree".

Perception of the respondents towards reward system

Table 3. Perception towards dimensions on Rewards System

	Dimensions of Reward System	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Tangibles	3.11	Agree	1
2	Intangibles	3.07	Agree	2
	Overall Weighted Mean	3.09	Agree	

Table 3 shows the perception towards dimensions on Rewards System.

The respondents "agree" on tangibles with overall weighted mean of 3.11 and ranked 1st while for intangibles, 3.07 and ranked 2nd. The computed overall weighted mean on the responses towards dimensions on reward system was 3.09 interpreted as "agree".

Perception of the respondents towards rewards system

The perception of the respondents towards Reward System is shown in Table 4.

The respondents "strongly agree" on all indicators as indicators which indicated that reward system if for higher grades on good performance with weighted mean of 3.31 and ranked 1st while least on the teacher recognizes the potential amongst students with mean of 3.24 and ranked 6th. The computed overall weighted mean on the responses towards reward system was 3.28 interpreted as "strongly agree".

Table 4. Perception of the Respondents towards Reward System (N=251)

	Statement Indicator on Reward System	Weighted Mean	Qualitative Interpretation	Rank
1	Higher grades on good performance	3.31	Strongly Agree	1
2	Satisfaction with recognition on good performance	3.26	Strongly Agree	3
3	Teacher encourages on good performance	3.27	Strongly Agree	2
4	Teacher treats students with respect	3.30	Strongly Agree	4.5
5	Teacher encourages student academic performance	3.30	Strongly Agree	4.5
6	Teacher recognizes the potential amongst students	3.24	Strongly Agree	6
	Overall Weighted Mean	3.28	Strongly Agree	

Several researches have publicized that rewards touch the education process and can weaken a student's intrinsic enthusiasm. However, the result of rewards and pupils with poor or learning incapacities has not remained stated. After all, many rewards are intended specifically at these populations of students and have been usually used in special teaching schoolrooms (Schultz & Switzky, 1990). Several behaviour oriented agendas have been revealed to produce an increase in academic presentation of kids with learning incapacities Torgesen (1986), but the problem with these approaches, Torgesen clarifies, is that the educations have absorbed on very hardly well-defined skills, and there is no indication of the long term things of these methods.

Student academic performance

Table 5 shows the frequency, percentage and mean distribution on the respondents' academic performance.

Table 5. Frequency, Percentage and Mean Distribution on the respondents' Academic performance (N=251)

Grades	Frequency (f)	Percentage (%)
97-100 (with Highest Honors)	5	2.00
94-96 (with High Honors)	23	9.20
90-93 (with Honors)	103	41.00
75-89 (Passed)	120	47.80
Total	251	100.0
Mean	87.42	
Interpretation	Passed	

The students obtain a grade of 97-100 with 5 or equivalent to 2.00% interpreted as with "Highest Honors"; 23 or 9.20 with grade equivalent to 94-96 interpreted as with "High Honor"; 103 or 41.00%, with grade equivalent to 90-93 interpreted with "Honor" and 120 or 47.80%, with grades equivalent to 75-89 interpreted as "Passed".

The computed overall weighted mean on the academic performance was 87.40 with qualitative interpretation of "Passed".

The good academic performance is accounted on the dedication and perseverance of teacher as well as the drive of the respondents to excel in the class. They are highly motivated to obtain passing grades for they want to finish their studies so they can help their parents. Children showing high levels of intrinsic motivation can attain at levels that are higher than foreseen by psychological testing (Harter, 1983).

Test of differences on dimensions of learning motivation

Table 6 shows the Analysis of Variance to test differences on dimensions of Learning Motivation.

Table 6. Analysis of Variance to test differences on dimensions of Learning Motivation

Groups	*Count*	*Sum*	*Average*	*Variance*
Extrinsic Goal Oriented	2	6.52	3.26	0.0968
Intrinsic Goal Oriented	4	13.28	3.32	0.0134
Task Value	6	20.14	3.35666	0.0049
Control Beliefs About Learning	5	15.4	3.08	0.1023
Self-Efficacy	5	15.76	3.152	0.0087
Expectation of Success	3	8.99	2.99666	0.0208

Source of Variation	*SS*	*df*	*MS*	*F*	*F crit*	*Decision*
Between Groups	0.419296	5	0.08385	2.458531	2.740058	Accept Ho
Within Groups	0.64808	19	0.03410			Not Significant
Total	1.067376	24				

There is no significant difference on the scopes towards learning determination revealed on the computed F value of 2.458531 which is lower than F critical value of 2.740058, therefore the Null Hypothesis is Accepted.

The data clearly indicates on the conformity of the respondents on the equal importance of each dimension as the reward in the learning motivation. Several researches have exposed that rewards touch the learning procedure and can weaken a student's intrinsic motivation. At this fact, however, the result of rewards and students with slight handicaps or learning incapacities has not been stated. Afterwards, many reward or token schemes are aimed exactly at these populations of students and have been

usually used in distinct education classrooms (Schultz & Swiszky, 1990) . Various behaviour concerned with plans have been shown to produce an increase in academic performance of children with learning disabilities (Torgesen, 1986) . Motivation, rooted in human nature, is broadly well-defined as the drive stand-in on or inside a being that causes the stimulation, direction and perseverance of goal-directed determination.

Test of differences on dimensions of reward system

Table 7 shows the Analysis of Variance to test differences on dimensions of Reward System

There is no significant difference on the dimensions towards learning motivation manifested on the computed F value of 0.852386 which is lower than F critical value of 4.413873, therefore the Null Hypothesis is Accepted.

Table 7. Analysis of Variance to test differences on dimensions of Reward System

Groups	*Count*	*Sum*	*Average*	*Variance*
Tangibles	10	31.1	3.11	0.011867
Intangibles	10	30.69	3.069	0.007854

Source of Variation	*SS*	*df*	*MS*	*F*	*F crit*	*Decision*
Between Groups	0.0084	1	0.008405	0.852386	4.413873	Accept Ho
Within Groups	0.17749	18	0.009861			Not Significant
Total	0.18589	19				

Diverse forms of extrinsic incentive tend to take contemplation missing from the most significant feature of school; a child's culture. Rewards can weaken intrinsic attention in an activity, and even prevent a person from recurring to an activity later (Deci, 1971). In addition, rewards have been shown to have harmful effects on the process of learning. Masters & Mokros (1973) found that rewards give rise to in more mistakes in learning and Garbarino (1975) saw that rewards affected the behaviour of girls in a cross-age tutoring state in a negative method.

Test of differences on dimensions on learning motivation when grouped according to sex

Table 8 shows the Analysis of Variance to test differences on dimensions on Learning Motivation When grouped according to sex profile.

Table 8. Analysis of Variance to test differences on dimensions on Learning Motivation When grouped according to sex profile

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Extrinsic Goal Oriented	Between Groups	0.230	1	0.230	0.571	0.450	Accept Ho
	Within Groups	100.445	249	0.403			Not Significant
	Total	100.675	250				
Intrinsic Goal Oriented	Between Groups	0.119	1	0.119	0.414	0.520	Accept Ho
	Within Groups	71.590	249	0.288			Not Significant
	Total	71.709	250				
Task Value	Between Groups	0.554	1	0.554	1.826	0.178	Accept Ho
	Within Groups	75.540	249	0.303			Not Significant
	Total	76.094	250				
Control Beliefs About Learning	Between Groups	0.003	1	0.003	.010	0.921	Accept Ho
	Within Groups	67.259	249	0.270			Not Significant
	Total	67.262	250				
Self-Efficacy	Between Groups	0.002	1	0.002	0.007	0.934	Accept Ho
	Within Groups	65.226	249	0.262			Not Significant

Expectation of Success	Total	65.227	250				
	Between Groups	0.035	1	0.035	0.118	0.732	Accept Ho
	Within Groups	74.742	249	0.300			Not Significant
	Total	74.777	250				

There is no significant difference on the dimensions towards learning motivation when grouped according to sex profile variables manifested on the computed F value of 0.450, 0.520, 0.178, 0.921, 0.934 and 0.732 which all are higher than (>) 0.05 Alpha Level Significance, therefore the Null Hypothesis is Accepted.

The data clearly manifest on the similarity and parallelism of perspective towards dimension of learning motivation.

Test of differences on the perception towards reward system when grouped according to sex profile variables

Table 9 shows the Analysis of Variance to test differences on dimensions on Reward System When grouped according to sex profile.

Table 9. Analysis of Variance to test differences on dimensions on Reward System When grouped according to sex profile

Sources of Variations	SS	Df	MS	F	Sig.	Decision
Between Groups	.035	1	0.035	0.089	0.765	Accept Ho
Within Groups	97.878	249	0.393			Not Significant
Total	97.913	250				

There is no significant difference on the dimensions towards reward system when grouped according to sex profile variables manifested on the computed F value of 0.765 which is higher than (>) 0.05 Alpha Level Significance, therefore the Null Hypothesis is Accepted.

The data clearly indicates that both respondents understand the very essence of giving rewards as form of learning motivation. This finding is like the study of (Deci et al, 2001). He averred that from a motivational point of view, the extrinsically motivated behaviour has created a platform for the activation of the student's interest, and this same interest eventually satisfies his or her inner needs for competence and mastery. Nevertheless, one's interpretation of the effects of environmental events (i.e. rewards) might differ from those of others, for people can experience an environmental event as a controller of their behaviour, or as a choice and an opportunity for self-direction. As a result, the value of using reward to alter human behaviour is still being challenged despite five decades of intensive research on motivational orientations (Eisenberger & Cameron, 1996; Marinank & Gambrell, 2008).

Test of relationship

Table 10 shows the Pearson product Moment Coefficient of Correlation to test relationship between the academic performance and the learning motivation.

Table 10. Pearson product Moment Coefficient of Correlation to test relationship between the academic performance and the learning motivation

Sources of Correlations		Academic Performance	Learning Motivation
Academic Performance Learning Motivation	Pearson Correlation	0.077	1
	Sig. (2-tailed)	0.222	
	N	251	251
Decision: Accept Ho (Negligible Relation)			

There is negligible relationship between the academic performance and the dimensions on learning motivation manifested on the computed Pearson r value of 0.077. The computed Significant P value of 0.222 which is higher than 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant relationship.

Conclusion

1. Profile of the Respondents Out of two hundred and fifty-one (251) student-respondents, majority with 139 or equivalent to 55.40% are females and 112 or 44.60% are females.
2. Perception towards Learning Motivation. The student-respondent "strongly agree" that they are most satisfied when attaining good grades manifested by the weighted mean of 3.48 and ranked 1st while "agree" on working hard in order to get grades even when the subject is not appreciated with weighted mean of 3.04 and ranked 2nd.
3. Perception of the Respondents towards Reward System. The respondents "strongly agree" on high grades with mean of 3.29 and ranked 1st; followed by earning points for good behavior to "buy" unique rewards with mean of 3.22 and ranked 2nd while least on the indicator which indicates on earning play money to be used for privileges with mean of 2.96 and ranked 10th. The computed overall weighted mean on the responses towards tangible reward system was 3.11 with qualitative interpretation of "agree".
4. Student Academic Performance. The students obtain a grade of 97-100 with 5 or equivalent to 2.00% interpreted as with "Highest Honors"; 23 or 9.20 with grade equivalent to 94-96 interpreted as with "High Honor"; 103 or 41.00%, with grade equivalent to 90-93 interpreted with "Honor" and 120 or 47.80%, with grades equivalent to 75-89 interpreted as "Passed". The computed overall weighted mean on the academic performance was 87.40 with qualitative interpretation of "Passed".
5. Test of Differences on dimensions of Learning Motivation. There is no significant difference on the dimensions towards learning motivation manifested on the computed F value of 2.458531 which is lower than F critical value of 2.740058, therefore the Null Hypothesis is Accepted.
6. Test of Differences on dimensions of Reward System. There is no significant difference on the dimensions towards learning motivation manifested on the computed F value of 0.852386 which is lower than F critical value of 4.413873, therefore the Null Hypothesis is Accepted.
7. Test of Differences on Dimensions on Learning Motivation when grouped according to sex. There is no significant difference on the dimensions towards learning motivation when grouped according to sex profile variables manifested on the computed F value of 0.450, 0.520, 0.178, 0.921, 0.934 and 0.732 which all are higher than (>) 0.05 Alpha Level Significance, therefore the Null Hypothesis is Accepted.
8. Test of Differences on the perception towards Reward System when grouped according to sex profile variables. There is no significant difference on the dimensions towards reward system when grouped according to sex profile variables manifested on the computed F value of 0.765 which is higher than (>) 0.05 Alpha Level Significance, therefore the Null Hypothesis is Accepted.
9. Test of Relationship. There is negligible relationship between the academic performance and the dimensions on learning motivation manifested on the computed Pearson r value of 0.077. The computed Significant P value of 0.222 which is higher than 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant relationship.

Conclusions

Based on the summary of the investigations conducted, the researcher as arrived to conclude that:

1. The respondent is a typical female.
2. The respondents "strongly agree" on extrinsic, intrinsic and task value while

"agree" on beliefs about learning, self-efficacy and expectation of success as dimensions of learning motivation.
3. The respondents "agree" on tangible and intangible as dimensions on rewards system,
4. The respondents "strongly agree" on indicators towards reward system.
5. The students rated "passed" in their academic performance.
6. There is no significant difference on the dimensions of learning motivation.
7. There is no significant difference on the dimensions of reward system.
8. There is no significant difference on the dimensions of learning motivation when grouped according to sex profile variable.
9. There is no significant difference on the dimensions of reward system when grouped according to sex profile variable.
10. There is no significant relationship between the academic performance and the dimensions on learning motivation.

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher have offered the following recommendations:

1. Teachers are encouraged to give tangible or intangible rewards to deserving students who are exerting efforts to excel in the science class/subject.
2. There is a need to train teachers in how to teach students so that they become intrinsically motivated, instead of just propelled along by the vision of the next external reward.
3. Teachers are to practice utmost fairness and equality to give rewards and recognition to deserving students.
4. Encourage on the conduct of in-service training or teacher capability building on the different forms and external and internal rewards in sustaining the momentum of learners to learn and have meaningful learning experiences.
5. To conduct a similar or parallel study with in-depth and wider in scope to validate and confirm the findings obtained in the study.

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