



School Motivation and Learning Strategies and College Readiness of Senior High School Graduates in the Philippines

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ABSTRACT

This study presents a new perspective as it makes the premise that college preparedness is related to the cognitive ability of graduates of senior high schools (SHS). It seems to imply that factors other than cognitive ability may impact the preparation of high school graduates for college. In this study, a descriptive-correlation design was used to validate the relationship between school motivation and learning strategies and college readiness of 7,384 K-12 graduates senior high school graduates from public and private schools in the north-eastern part of the Philippines. These graduates came from public and private schools in the north-eastern part of the Philippines. According to the findings, students who graduate from grades K-12 and senior high schools are typically eager to learn and have developed their own learning techniques. Additionally, a considerable majority of them are not prepared academically for college. The examination of the link reveals that the majority of the aspects of academic motivation and learning techniques have a constructive connection to the level of preparedness of high school graduates for college. On the other hand, a substantial inverse connection was shown to exist between being prepared for college and test anxiety. Notably, the influence of these non-cognitive characteristics on college preparedness is just as significant as the influence of intellectual talents. Because of this, it is extremely important that teachers and managers of schools that provide the K-12 program give children opportunity to develop further not only their intellectual capabilities but also their non-cognitive qualities in order to get them ready for college study.

Keywords: School Motivation; Learning Strategies; College readiness; K-12 graduates; Senior high school graduates

1. INTRODUCTION

The purpose of education is to cultivate persons who are able to learn how to learn, locate new information and put it to use in their lives, adapt to changes in society while at the same time becoming the agents of these changes themselves. Students need to be taught in schools in a way that encourages them to become willing participants in the learning process in order for them to acquire these attributes. This indicates that they need to have a strong desire to acquire new knowledge. In the meanwhile, they must also make use of efficient learning practices in order to make the most of their learning, since this can have an impact on both their current and future academic achievement. It is assumed that the degree of motivation will be strong in order for an individual to be successful in a task and experience happiness. In general, an individual who has high levels of motivation is energized and driven to succeed in everything, works hard to achieve success, has high levels of performance, makes efficient use of their time, improves themselves, and has great levels of self-confidence (Saracolui, 2020). A student who has a high level of motivation in the learning process is interested in the lesson, gets prepared for the class, asks questions, joins discussions, focuses on the subjects he or she needs to learn, never gives up even when things get difficult, is persistent and determined to learn, and so on and so forth (Zambas, 2019).

According to Merriam-Webster, motivation may be defined as a requirement or an aspiration that drives an individual to conduct some kind of activity. It may be broken down into two categories: intrinsic and extrinsic. People who have high levels of intrinsic motivation are more likely to exert the required effort of their own free choice in order to achieve their objectives (Lei, 2010). People who are motivated by extrinsic factors, on the other hand, exert effort to achieve their objectives in the hope of receiving some form of material reward in exchange for their efforts. These material rewards might include receiving high scores, being praised for their learning, advancing in social standing, or avoiding being subjected to restrictions or punishments (Ryan and Deci, 2000). Even while motivation is an essential component of the learning process, it is not a guarantee that a learner will achieve their objectives and excel in their academic pursuits. It is of equal importance for learners to

be conscious of their own learning and to implement a variety of learning techniques in order to promote efficient learning (Eryaman, 2007). Studies that are relevant to the topic point out that when people do not use effective and appropriate learning strategies during the process of learning, it results in failure, a decrease in trust and motivation, as well as unwillingness and indifference to learning (Saracolui, 2020; Young and Vrongistinos, 2002). This can be avoided by using effective and appropriate learning strategies.

In the meanwhile, learning strategies are defined as activities, procedures, and methods that students implement in order to increase their learning (Marisi, 2019). It heightens pupils' awareness of learning and improves the efficiency with which learning may be accomplished. It also makes it possible for kids to study on their own, assists students in learning freely and in an enjoyable way, and lays the groundwork for students to continue all of these activities when school has ended. Individual preferences, the perceived relevance of the task, and students' perceptions of their own level of ability are some of the elements that play a role in the development of successful learning techniques among students during the learning process (Weinstien, Ridley, Dahl and Weber, 2009).

The aforementioned concepts are connected to college preparedness, which may be defined as the capacity of high school graduates to get accepted to college and to thrive while there (Paat, et. al., 2020). In general, it has been shown that a student's grade point average, class rank, and scores in different academic examinations or academic performances are connected with their level of preparedness for college (Bridgeman, 1991; Kobrin, Patterson, Shaw, Mattern & Barbuti, 2008). However, past research assert that it is also connected to non-cognitive elements such as the characteristics of the student's personality and the resources available to the family (Porter & Polikoff, 2012). After the K-12 Curriculum was put into place in the Philippines, the Department of Education (DepEd) celebrated the graduation of its first class of senior high school students in 2018. As a result, the transition of these students to college has been a topic of interest among educators, and one of the topics of this attention is the preparation of these students for college. The College Readiness Test (CRT) was designed to investigate students' preparedness for college. This test focused on seven learning areas: English, Filipino, Literature, Mathematics, Science, and Social Science and Humanities (Tamayao, et.al.,2020). It is important to highlight that preparation for college is a strong indicator of academic success in higher education (Crede and Kuncel, 2008).

According to the findings of a great number of research, motivational variables account for up to 10% of the variance that can be explained when attempting to forecast academic success and up to 4% of the variance when attempting to predict college perseverance (Kyllonen, 2014; Robbins, Allen, & Sawyer, 2007; Robbins et al., 2004, 2006). Additionally, favorable relationships were found between academic achievement and a variety of skill and motivational factors. Even after controlling for institutional variation and academic achievement, there was still a correlation between a one standard deviation increase in academic discipline and commitment to college and a greater than thirty percent increase in the likelihood that a sophomore will continue their education after the first year. In addition, Kosnin (2007) found that there is a positive association between a student's degree of school motivation and their level of academic accomplishment across all subject areas and education levels. In addition, a number of studies have shown, time and again, that motivation has a favorable influence on the academic performance of students (Hariri, 2021; Cleary & Platten, 2013; Zumbunn et al., 2011). In conclusion, Hariri (2021) showed that there are positive and substantial correlations between motivation components and learning techniques. This conclusion was reached based on the findings of her study (Hariri,2021)

The research shown up until this point indicates that school motivation and learning techniques do, in fact, play a considerable part in determining a student's level of academic preparedness and success. On the other hand, there have only been a few number of research carried out in the Philippines that investigated the link between their presence and academic achievement, particularly with regard to K-12 senior high school students. This emphasis is due to the fact that being prepared for college is a relatively new concept in the educational system of the Philippines, one that was taken into consideration throughout the process of implementing the K-12 curriculum.

The aforementioned situations inspired the conduct of this study along the lines of academic motivation, learning methodologies, and college preparedness among seniors graduating from high school. In particular, the following goals are taken into consideration: (1) determine the motivation and learning strategies of graduates of senior high schools; (2) ascertain the college readiness of graduates of senior high schools; and (3) investigate significant associations between college readiness and motivation and learning strategies.

2. RESEARCH METHOD

2. 1. Research Design

The descriptive correlational research approach was used for the study to confirm the strong link between students' levels of school motivation and learning strategies, as well as their level of preparedness for college. For the purpose of determining the school motivation and learning methods, the School Motivation and Learning Strategies Inventory, or SMALSI, was utilized. The students' scores on the College Readiness Test

were found to be individually correlated with the various dimensions along this line. These dimensions include test anxiety, low academic motivation, note-taking and listening skills, reading and comprehension strategies, writing and research skills, time management, organizational techniques, and concentration and attention difficulties.

2.2. Research Participants

Respondents to the survey were the 7,384 students who had completed their senior year of high school and were products of the K-12 educational system. These individuals had completed their education at either a public or a private institution in one of the regions in the north-eastern Philippines.

2.3. Research Instrument

The School Motivation and Learning Strategies Inventory (Stroud, K.C., & Reynolds, C.R., 2006) and the College Readiness Test were the two questionnaires that were utilized in the research project (CRT). The School Motivation and Learning Techniques Inventory evaluates ten core components that have been linked to academic motivation, learning strategies, and study habits over and over again.

The College Readiness Test, often known as the CRT, is the second instrument that will be used in the study. It is made up of two hundred questions that are used to evaluate the CRS's study areas, which are as follows: English, Filipino, Literature, Mathematics, Science, Social Studies, and Humanities (Tamayao et al., 2020). There are between 28 and 30 items in each learning area, with 30% of those items measuring content requirements (knowledge and understanding), and 70% of those things measuring performance standards (application, analysis, testing assumptions and evaluation). In addition to this, the CRT has a difficulty index of 65.64, a discriminating index of 0.22, and a distractor efficiency rating of 68.91 percent. Last but not least, its inter-item consistency is satisfactory, with a value of $r=0.796$.

2.4. Research Procedures

The administrators of the institution were approached in order to receive authorization to collect data. After receiving permission, the test administrators, who included teachers, guidance counselors, and psychometricians, received training on the testing processes and ethical standards in order to safeguard the rights and well-being of the individuals who were through the examination. The participants in the study provided their completely voluntary and informed agreement, and they were also made aware of the motivation for the research. In addition, the respondents were assured that the information that was acquired from them would be kept strictly secret. The CRT was given to the responders first, and then the SMLSI was given to them after that. In order to guarantee the reliability of the information obtained, the normal methods for conducting tests were rigorously adhered to. Before beginning any of the examinations, the directions for both tests were thoroughly reviewed and clarified to ensure that they would be simple to carry out. In addition to this, all of the answer sheets were retrieved in their entirety from both the CRT and the SMLSI.

2.5. Data Analysis

For the purpose of describing the findings of the study's data, descriptive statistics such as frequency, percentage, mean, and standard deviation were utilized. More specifically, we used them to describe the respondents' school motivation and learning techniques along the various aspects, as well as their preparation for college. A breach of bivariate normality necessitated the employment of Kendall's tau-b statistic for the purpose of determining the nature of the link that exists between students' school motivation and learning techniques and their level of preparedness for college. The threshold of significance used for testing the hypotheses was 0.05, and IBM SPSS version 23 was used.

3. RESULTS AND DISCUSSION

3.1. School motivation and learning strategies of the Respondents

Table 1: Respondents' school motivation and learning strategies

Dimensions	Interpretation	Frequency	Percent
Study Strategies	Minimally problematic	0	0.0
	Less problematic than for most students	682	9.2
	No more problematic than for most respondents	6314	85.5
	Moderately problematic	363	4.9
	Extremely problematic	25	.3
Note-Taking/ Listening Skills	Minimally problematic	2	0.0
	Less problematic than for most students	75	1.0

	No more problematic than for most respondents	5327	72.1
	Moderately problematic	1647	22.3
	Extremely problematic	333	4.5
Reading/ Comprehension Strategies	Minimally problematic	0	0.0
	Less problematic than for most students	27	.4
	No more problematic than for most respondents	4749	64.3
	Moderately problematic	2254	30.5
	Extremely problematic	354	4.8
Writing/ Research Skills	Minimally problematic	63	.9
	Less problematic than for most students	1335	18.1
	No more problematic than for most respondents	5580	75.6
	Moderately problematic	353	4.8
	Extremely problematic	53	0.7
Test-Taking Strategies	Minimally problematic	8	.1
	Less problematic than for most students	1035	14.0
	No more problematic than for most respondents	6074	82.3
	Moderately problematic	246	3.3
	Extremely problematic	21	.3
Organizational Techniques	Minimally problematic	22	.3
	Less problematic than for most students	1137	15.4
	No more problematic than for most respondents	5768	78.1
	Moderately problematic	430	5.8
	Extremely problematic	27	.4
Time Management	Minimally problematic	3	0.0
	Less problematic than for most students	44	.6
	No more problematic than for most respondents	5869	79.5
	Moderately problematic	1413	19.1
	Extremely problematic	55	.7
Low Academic Motivation	Minimally problematic	0	0.0
	Less problematic than for most students	4	0.1
	No more problematic than for most respondents	1895	25.7
	Moderately problematic	3588	48.6
	Extremely problematic	1897	25.7
Test Anxiety	Minimally problematic	3	0.0
	Less problematic than for most students	3	0.0
	No more problematic than for most respondents	4967	67.3
	Moderately problematic	2292	31.0
	Extremely problematic	119	1.6
Concentration/ Attention Difficulties	Minimally problematic	4	0.1
	Less problematic than for most students	18	.2
	No more problematic than for most respondents	4748	64.3
	Moderately problematic	2212	30.0
	Extremely problematic	402	5.4

According to Table 1, the majority of respondents are "no more troublesome than for most respondents" along the seven strengths of School Motivation and Learning Strategies that boost academic performance. These qualities contribute to increased academic achievement. According to this conclusion, students have

demonstrated efficient learning techniques and study abilities, which are directly associated to their academic achievement. The majority of respondents had controllable challenges along study techniques (85.50%) because they have the capacity to pick key study material and to connect newly learned information with past knowledge. This is in comparison to the majority of their classmates. They, too, are capable of demonstrating a good level of efficiency when it comes to taking tests (82.30%) and making effective use of their time (79.50%) to finish academic assignments. In addition, the majority of responders (78.10%) have appropriate organizational techniques, which may be seen in the way that they organize class materials and structure assignments. When it comes to their writing and research abilities, the vast majority of respondents (75.60%) show that they are capable of studying different topics in a variety of different methods, organizing writing projects, and reviewing their work for faults. They are also able to distinguish between significant and unimportant items, which is necessary for efficient note-taking and listening (72.10%), and they are able to revisit literature, which is good for reading comprehension (64.30%).

The majority of respondents had moderate problems with poor academic motivation (48.60%), which indicates that they lack the intrinsic incentive to achieve academically. This is one of the three liabilities that impede with academic growth. Nevertheless, similar to difficulties with focus or attention (69.30%) and exam anxiety (67.30%), most respondents find that these issues are "no more challenging than for most respondents." This conclusion shows that they are able to concentrate and steer clear of distractions, and that they are less likely to experience anxiety while completing the exam.

3.2. College readiness of the respondents

Table 2: College readiness of the respondents

College Readiness	Frequency	Percent
Not Ready	4,556	61.7
Ready	2,828	38.3
General Mean score = 93.96		
Total	7,384	100.0

According to Table 2, there are a greater number of respondents who are not prepared for college (4,556, or 61.70%) than there are respondents who are prepared for college (2,828 or 38.30%). The median score of all responders was 93.96, which is lower than the required score of 100 to pass the test. According to this conclusion, just two fifths of the first-year responders who were admitted to the university are academically ready for college. Notably, these are the individuals who demonstrate development and mastery of the entrance skills indicated in the CRS. They have the ability to be admitted in college and have a higher propensity to pass the GEC without requiring any form of remediation.

3.4. Relationship Between College Readiness and School Motivation and Learning Strategies

Table 3: Correlation Between College Readiness and School Motivation and Learning Strategies

Psychological Profile		Correlation Coefficient	P- value
School Motivation and Learning Strategies	Study Strategies	.047**	<0.001
	Note taking/Listening Skills	.041**	<0.001
	Reading Comprehension	.038**	<0.001
	Writing/Research Skills	-.002	.805
	Test-taking Strategies	.081**	<0.001
	Organizational Techniques	.039**	<0.001
	Time Management	.037**	<0.001
	Low Academic Motivation	.076**	<0.001
	Test Anxiety	-.022**	.007
	Concentration/ Attention Difficulties	.071**	<0.001

There is a significant positive association between college readiness score and study strategies ($b = 0.014$, $p < 0.001$), note-taking/listening skills ($b = 0.041$, $p < 0.001$), reading comprehension ($b = 0.038$, $p < 0.001$), test-taking strategies ($b = 0.081$, $p < 0.001$), organizational techniques ($b = 0.039$, $p < 0.001$), time management ($b = 0.037$, $p < 0.001$). This suggests that a higher level of school motivation and improved learning methodologies bring in a higher level of college preparedness, or vice versa. The correlation between college preparation and test anxiety was

shown to be significantly negative ($b = -0.022$, $p = 0.007$). In the meanwhile, this finding is important. This indicates that a respondent's score on a measure of college preparedness will be lower, inversely proportional to the respondent's level of test anxiety. Surprisingly, the only factor that did not show a strong correlation with an individual's ability to succeed in college is their writing and research skills. These findings from the study confirm the results of the studies carried out by Kosnin (2007) and Hariri (2021), who both underlined the considerable positive correlation between school motivation and learning techniques and college preparedness. The findings have also been confirmed by the results, which indicate that test anxiety is connected with, and has a negative impact on, academic performance (Chappell et al., 2005; Keogh, Bond, French, Richards, & Davis, 2004).

4. CONCLUSION

According to the findings of this survey, the majority of students are driven academically and have created learning techniques, despite the fact that the vast majority of respondents are not yet prepared for college. These are notably exhibited in areas such as study tactics, note-taking and listening abilities, reading comprehension, test-taking procedures, organizing strategies, and time management approaches. In addition, the majority of them are able to concentrate and block out distractions, and they are less likely to experience anxiety when completing the examination. However, the vast majority of people lack the internal desire necessary to achieve academic success. As a result, the cultivation of one's own intrinsic drive is a crucial factor to take into account in order to guarantee one's readiness for college and future academic achievement. In addition, the findings of the study demonstrate that non-cognitive factors, such as a student's motivation in school and their approach to learning, are connected to cognitive ability in the process of getting pupils ready for college. As a result, it is necessary to work on them in order to achieve academic success.

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