

Motivation Strategies for Learning and Student Performance in Distance Education

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Introduction

What motivates students to perform satisfactory in a course?

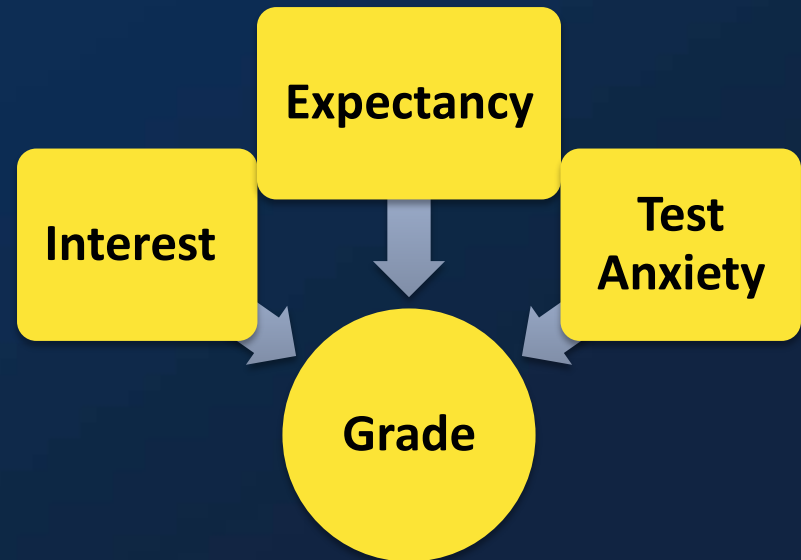
This study describes the relationship between motivation strategies for learning and student performance among students enrolled in a postgraduate nursing course offered via distance education



Theoretical Background

Pintrich Motivation Strategies

- **Interest** – measure of how interested the student is in the material being covered in the course;
- **Expectancy for success** – measure of perceptions on potential success in the course and self-confidence in understanding course content;
- **Test anxiety** – measure on how students worry about tests and have distracting thoughts when taking an exam.



Materials and Method

Online survey - Motivation Strategies for Learning

Interest - Intrinsic Goal Orientation

1. In a class like this I prefer course material that really challenges me so I can learn new things
2. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.
3. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
4. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

Materials and Method

Online survey - Motivation Strategies for Learning

Interest - Extrinsic Goal Orientation

1. Getting a good grade in this class is the most satisfying thing for me right now.
2. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.
3. If I can, I want to get better grades in this class than most of the other students.
4. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

Materials and Method

Online survey - Motivation Strategies for Learning

Interest – Task Value

1. I think I will be able to use what I learn in this course in other courses.
2. It is important for me to learn the course materials in this course.
3. I am very interested in the content area of this course.
4. I think the course material in this class is useful for me to learn.
5. I like the subject matter of this course.
6. Understanding the subject matter of this course is very important to me.

Materials and Method

Online survey - Motivation Strategies for Learning

Expectancy – Control of Learning Beliefs

- 1.If I study in appropriate ways, then I will be able to learn the material in this course.
- 2.It is my own fault if I don't learn the material in this course.
- 3.If I try hard enough, then I will understand the course material.
- 4.If I don't understand the course material, it is because I didn't try hard enough.

Materials and Method

Online survey - Motivation Strategies for Learning

Expectancy – Self-efficacy for Learning and Performance

1. I believe I will receive an excellent grade in this class
2. I'm certain I can understand the most difficult material presented in the readings for this course.
3. I'm confident I can learn the basic concepts taught in this course.
4. I'm confident I can understand the most complex material presented by the instructor in this course.
5. I'm confident I can do an excellent job on the assignments and tests in this course.
6. I expect to do well in this class.
7. I'm certain I can master the skills being taught in this class.
8. Considering the difficulty of this course, the teacher, my skills, I think I will do well in this class.

Materials and Method

Online survey - Motivation Strategies for Learning

Affective - Test Anxiety

1. When I take a test I think about how poorly I am doing compared with other students
2. When I take a test I think about items on other parts of the test that I can't answer.
3. When I take tests, I think of the consequences of failing.
4. I have an uneasy, upset feeling when I take an exam.
5. I feel my heart beating fast when I take an exam.

Results

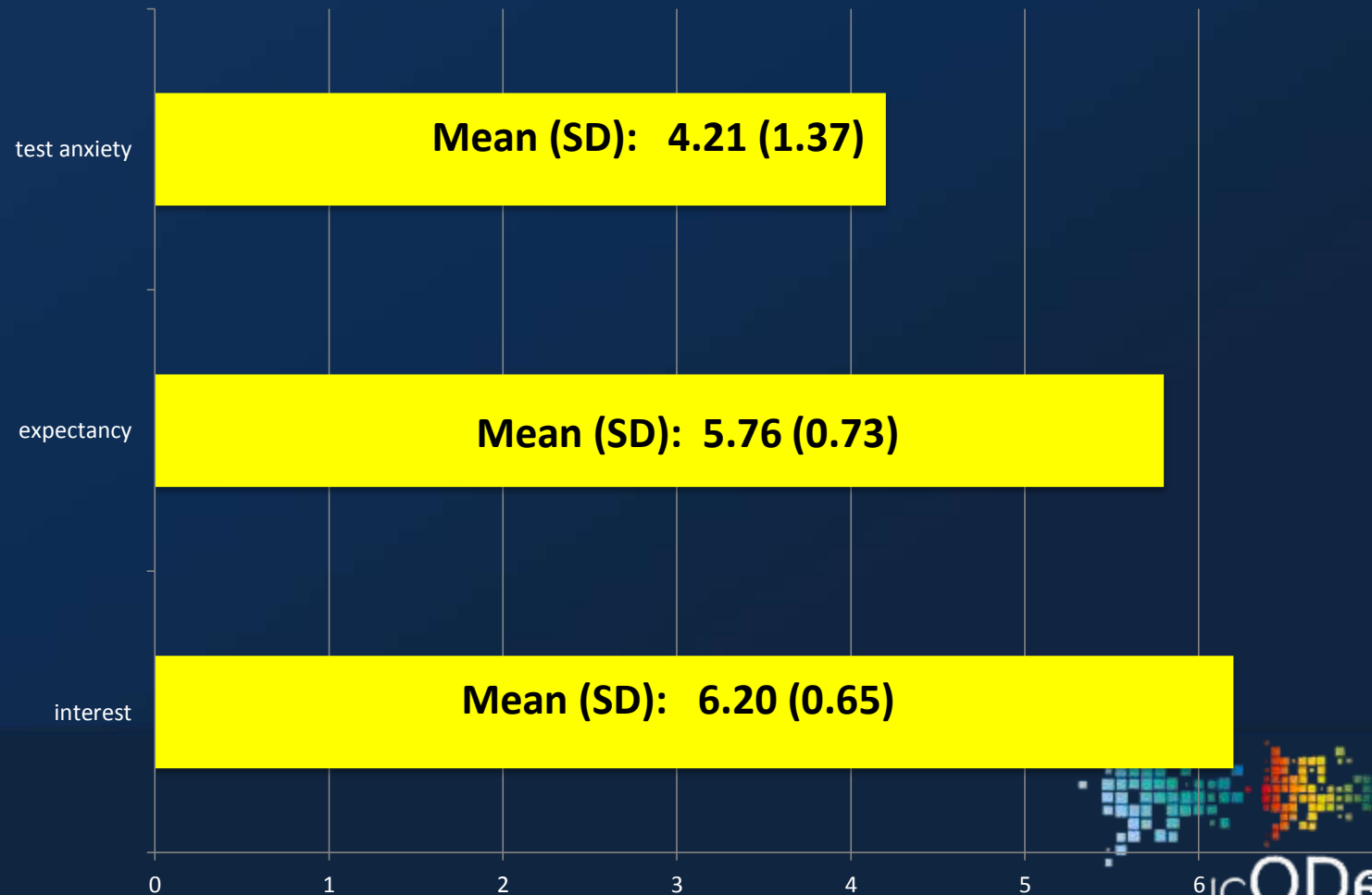
Profile of Students

- 70% returned the survey form
- 24% based abroad
- nearly 1:3 ratio of male to female
- majority are employed
- first course in the program



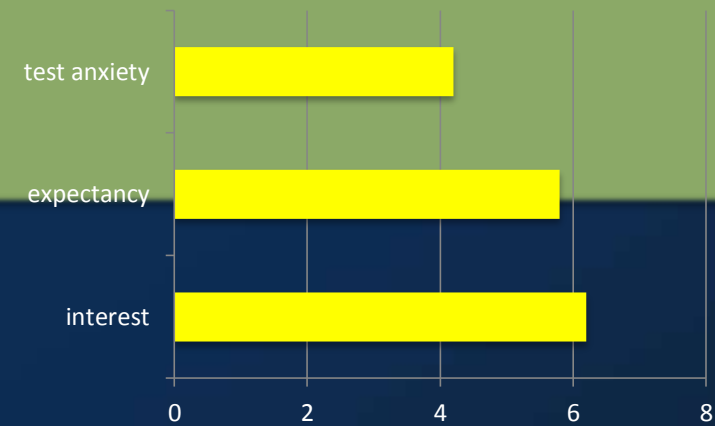
Results

Rating on Motivation Strategies



Results

Interpretation



- **Interest** – students put more value in goal orientation and reasons for engaging in a learning activity (task) such as importance and utility.
- **Expectancy** – students have some feeling of control and confidence for learning and performance
- **Test Anxiety** – students have more varied response towards tests; some consider tests affecting their performance or motivation to perform while others do not

Results

Correlation with Student Performance

- **Interest** is positively correlated to academic performance
- **Expectancy** is positively correlated to academic performance
- **Test anxiety** is negatively correlated to academic performance

	Correlation	P value
Interest	0.23	0.03
Expectancy	0.03	0.80
Test anxiety	-0.03	0.80

Conclusions

There is a need to focus on **improving student interest and expectancy for success** as motivation strategies for learning in distance education and positively correlated to academic performance.

Test anxiety is not a strong motivation orientation and also negatively correlated to academic performance. Test taking skills should help reduce test anxiety.

Thank you!

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