Running Head : Motivation Among Distance Education Learners

Submitted By:

Rita C. Ramos

Running Head : Motivation Among Distance Education Learners

Abstract

The purpose of this study is to examine the Motivation Scale (MLSQ) among distance education learners specifically determining whether the six factor model of Motivation (Pintrich et al) emerge among distance education learners. The test was administered to 326 distance education learners from three (3) faculty of an open university in the Philippines. Confirmatory factor analyses results show that the chi square goodness of fit index was statistically significant ((χ^2 = 1931.28, doff. = 47, p=.000),   RMSEA (Root Mean Square Error of Approximation) =.103, CFI (Comparative Fit Index) = .693, NNFI (Non-Normed Fit Index) .643. Thus the model were not fit the expected level and good fit. The RMSEA is more than .05 which espouses that the model is not good fit. An Exploratory Factor Analysis was conducted to reduce and identify distinct factors among the participants. The Kaiser Meyer Olkin was considered great (.906) thus suggests adequate sample. Based on the screen test, the following items were grouped into three. The three were labeled according to logical and theoretical nature of the items namely: intrinsic motivation, extrinsic motivation and test anxiety.

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Motivation   among   Distance Education Learners

Motivation is a multidimensional construct. Several empirical studies dealt on validating the specificity of this construct. It is regarded as domain and task specific. Thus this requires a process to appropriately fit the construct to specific discipline or class. In the study of Karadeniz et al (2008), motivational scales (MLSQ) were confirmed among 12-18 year old children. Additionally Pintrich et al (1999) conducted empirical study on the use of MLSQ across different classes (Mathematics, Science, English and Mathematics) both middle school and college level. This would espouse that the MLSQ is indeed context specific. The use of this instrument to varied courses namely foreign language (Huang 2008), Mathematics (Liu and Lin 2010), adventure learning (Moos and Honkomp 2011)

The Motivation Scales in the Motivation Strategies for Learning Questionnaire (Pintrich 1999) has been extensively used among different disciplines and sample group .This comprised of six factors namely: intrinsic motivation, extrinsic motivation, task value, control of learning beliefs, self efficacy for learning and test anxiety. Intrinsic motivation is described as engaging oneself for enjoyment and pleasure. Thus the activity may have challenged, aroused curiosity and aimed for mastery. (Pintrich 1999). On the contrary extrinsic motivation is based participation with primary reasons of rewards, recognition and grades. Task value refers to the degree of importance, interest and usefulness the activity for the individual. Control of learning beliefs means believing that ones' effort is a determinant of good outcomes. Self efficacy is an evaluation of one's ability to master a task. Test anxiety encompasses cognitive and emotionality thus leading to worry and anxiety.

Rationale for adaptation of Motivation Scale for distance education learners

As based on previous scientific literature, MLSQ is context based specific. This would mean that utilizing it to another set of sample would require thorough process prior to its usage. Distance Education learners are unique in the context of mode of learning and learning strategy (Brak et al 2010). Their needs and academic environment differs from the traditional mode of learning. The need for skills about computer and internet usage is quite profound on them (Yama and Turkey 2009). Empirical studies noted indicators of quality distance education such as appropriate tools and media and reliability of technology. With the noted divergent academic environment, the MLSQ Motivation Scale may not be all appropriate for distance education learners.

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Statement of the Problem

This study is aimed to examine the Motivation Scale among distance education learners

This has the following objectives:

1. Does the six factor model of Motivation (Pintrich et al) emerge among distance education learners?

Methodology

This is a scale adaptation study.

There were 326 distance education learners from University of the Philippines- Open University. They were conveniently selected from different faculty namely Faculty of Management of Development Studies (n=), Faculty of Education (n=) and Faculty of Management & Development (n=). The data were collected last February 26, 2011. Data collection coincided with the final examination of all distance learners of the said university.

<u>Measures</u>

Motivation Learning Strategy Questionnaire (Pintrich 1999) - This was developed by Pintrich et al (1999) primarily for assessment of university students motivational orientations and their use of learning strategies. Only part A of MLSQ was used for this study. This comprised of 31 items and grouped into six scales namely : intrinsic motivation (items no. 1, 16, 22 and 24), extrinsic motivation (items 7, 11, 13 and 30) , task value (items 4, 10, 17, 23, 26 and 27) , control of learning beliefs (items 2, 9, 18 and 25) , self efficacy for learning (items 5, 6, 12, 15, 20, 21, 29 and 31) and test anxiety (items 3 , 8, 14, 19 and 28). It yields the

following cronbach's alpha respectively .74, .71, .87, .72, .90 and .76 for this investigation. This is a 7 point likert scale, from 1 (not all true of me) to 7 (very true of me).

Data Collection Method

A letter of permission was sent and approved by the Vice Chancellor for Academic Affairs (See Appendix B). The data collection was conducted last February 26, 2011 in both two testing centers (UP Manila and UP Diliman) The following participants from Faculty of Management of Development Studies , Faculty of Education and Faculty of Management & Development Studies took the part A of Motivation for Learning Strategy Questionnaire : . Two research assistants facilitated the distribution and administration of the above mentioned questionnaire. The data were later encoded for further analysis.

Statistical Treatment

Responses were encoded in Excel as data base. SPSS for Windows (version 11.5, SPSS Inc, Chicago, Illinois) was the statistical software used in this study to determine the frequency, mean standard deviations and correlations .Confirmatory Factor Analysis using AMOS (Analysis of Moment Structures) was used to determine whether the posited theory will be extracted to that of set of responses.

Results

The following are presented and arranged according to the objectives presented.

Research Objective 1: To determine the whether the six factor model of Motivation (Pintrich et al 1999) emerge among distance education learners.

The table 1 shows the means, SDs of the Motivation scales namely intrinsic, extrinsic, task value, control of belief, self efficacy and test anxiety. The mean ranges from 4.15 and 6.15. Standard deviations range from .91 to 1.41. It can be inferred the individual responses are clustered around the mean. Additionally the cronbach's alpha ranges from .71 to .90.

Table 1 Means, Standard Deviations and n for Motivation Scale (MLSQ Pintrich 1999)

Variable	N of items	M	SD	Cronbach's alpha
Intrinsic	4	5.92	.91	.74
Extrinsic	4	5.59	1.08	.71
Task Value	6	6.15	.90	.87
Control of Belief	4	5.67	1.03	.72
Self Efficacy	8	5.57	.97	.90
Test Anxiety	5	4.15	1.41	.76

As a result of the analysis , the chi square goodness of fit index was statistically significant ((χ^2 = 1931.28, d.f. = 47, p=.000),   RMSEA (Root Mean Square Error of Approximation) =.103, CFI (Comparative Fit Index) = .693, NNFI (Non-Normed Fit Index) .643. Thus the model were not fit the expected level and good fit. The RMSEA is more than .05 which espouses that the model is not good fit.

However for Intrinsic factor , item nos 16 (*In a class like this, I prefer course material that arouses my curiosity , even if it is difficult to learn*) and 22 (*The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible*) are the best indicators for this factor. Their standardized weights are, respectively .81 and .35. This means that intrinsic about 66 % of the variance in item 16 and 59% on item 22.

The following items best represent extrinsic namely item 11(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* and item 30 (*I want to do well in this class because it is important to show my ability to my family, friends, employer, or others).* The standard weights are .74 and .60 respectively. Apparently 55% and 58% respectively accounts for the variance in extrinsic.

The control factor has two highest item predictors namely items : 18 (*If I try hard enough, then I will understand the course material*) and item 25 (*If I don't understand the course material, it is because I did not try hard enough*).

The task value factor is best represented by three items: item 23 *(I think the course material in this class is useful for me to learn)*, item 26 *(I like the subject matter of this course)* and item 27 (understanding *the subject matter of this course is very important to me)* which respectively accounts for the variance of task value 68%, 76 % and 57 %. The following items have standardized weights of the following .80, .87 and .75.

The following items : 20 (I am confident I can do an excellent job on the assignments and tests in this course) , 21 (I expect to do well in this class), 29 (I am certain I can master the skills being taught in this class) and 31 (Considering the difficulty of this course , the teacher , and my skills , I think I will do well in this class) shared the most variance on the factor self efficacy .

Lastly, the factor test anxiety is best represented by the two items : item 19 (I have an uneasy , upset feeling when I take an exam) and item 28 (I feel my heart beating fast when I take an exam) . The following items shared a variance of 65 % and 60% to test anxiety factors. The two items has standard regression weights of .78 and .45.
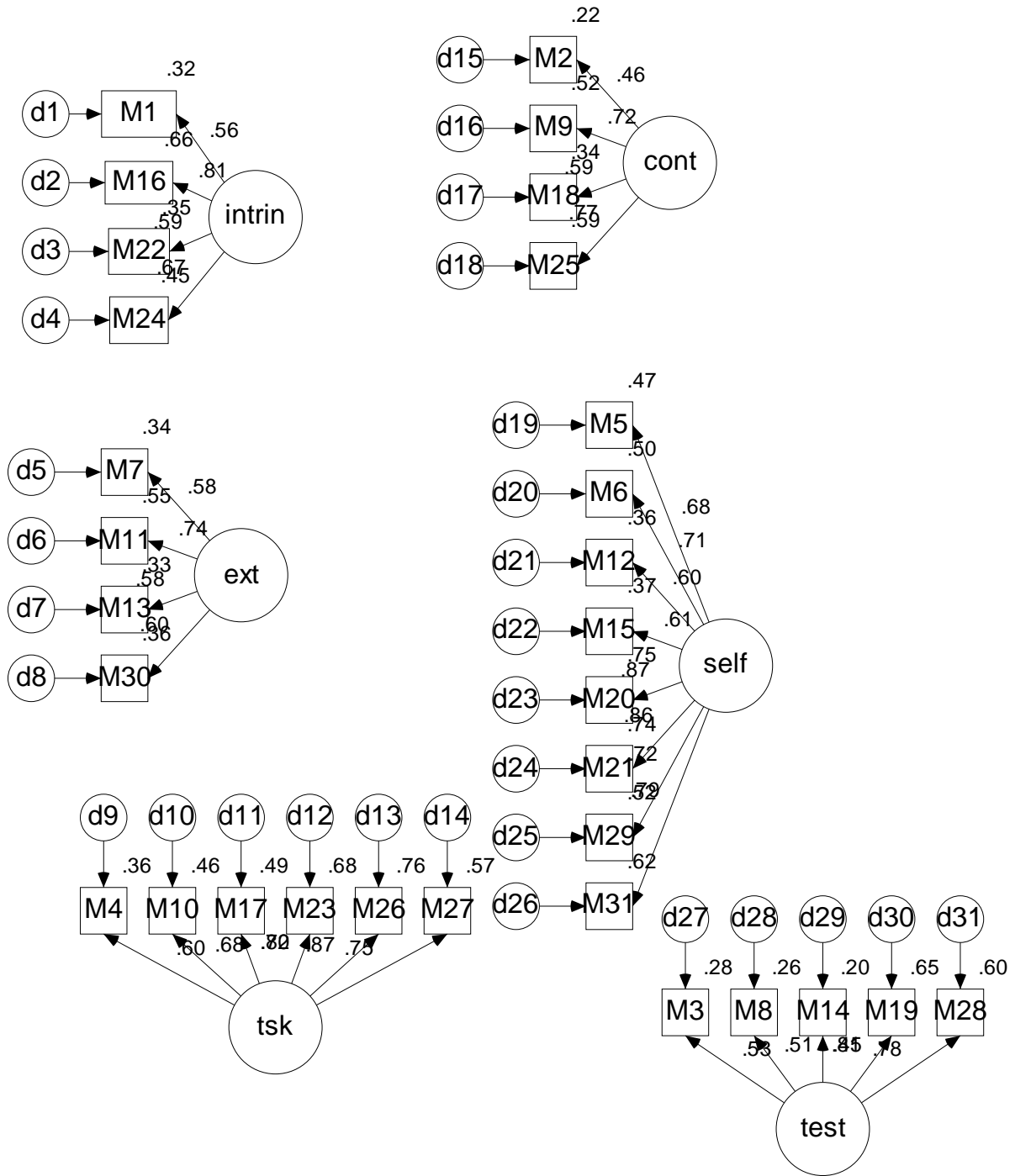
Figure 1. CFA Results of Motivation Subscale

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As seen in table 2, the correlations among factors range from low to moderate degree of relationship. Such as intrinsic motivation has significant relationship to extrinsic (r= .233,), task value (r = .71) control (r= .592) and self efficacy (r = .610). Notably task value has moderate relationship with control (r = .62) and self efficacy (r= .67). Extrinsic has low degree of relationship with task value (r= .31), control (r = .37) , self efficacy (r= .38) and test anxiety (r = .38).

Table 2. Pearson Correlation Coefficients between Motivation Subscales

Factors	1	2	3	4	5	6
1. Intrinsic	-	.233***	.713**	.592**	.610**	-.043
2. Extrinsic			.316**	.337**	.383**	.380**
3. Task Value				.622**	.672**	.004
4. Control					.517**	.195**
5. Self Efficacy						.059
6. Test Anxiety						-

It has been suggested that if the result is "bad fit ". An Exploratory Factor Analysis was used to explore dimensions of motivations among distance education learners. This has been suggested that in cases of bad fit, EFA can be an alternative. Principal Component Analysis with Varimax Rotation was used to assess the underlying structure of 35 items of Motivation of Pintrich. It is highly recommended the used of component analysis for the purpose of data reduction method (Costello & Osborne 2005). The Kaiser Meyer Olkin was used to test the sampling adequacy while the Bartletts test was used to assess the significance of Bartletts test (5130.443, p <.0000) provided support for factorability of the data. This means that all the items in the scale are valid. The Kaiser Meyer Olkin value of .906 is considered great by Kaiser (1974)

The initial solutions yielded 6 factors, which together have about 62 % of the variance in the scores. Three factors were requested based on the scree test which involves the examination of the graph of the Eigen values. After examining this solution, the three factor solution was both conceptually consistent with the review of literature. Factors were named after examining the item loadings, with the highest loaded items the most influence on the factor label. Factor 1 comprised of item 23 (23. I think the course materials in this class are useful for me to learn) item 26 (I like the subject matter of this course), item 16. (In a class like this, I prefer course material that arouses my curiosity, even if it is difficult   to learn), item 17 (I am very interested in the content area of this course), item 10 (It is important for me to learn the course material in this class), item 02 (I study in appropriate ways , then I will be able to learn the material in this course), item 04 (I think I will be able to use what I learn in this course in other courses), item 18 (If I try hard enough, then I will understand the course material), item 27 (Understanding the subject matter of this course is very important to me), item 25 (If I don't understand the course material, it is because I did not try hard enough), item 22 (The most satisfying thing for me in this course is trying to understand the content as Thoroughly as possible), item 24 (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), item 09 (It is my own fault if I don't learn the material in this course) and item 01 (In a class like this, I prefer course material that really challenges me so I can learn new Things). This was labeled as Intrinsic factor since most of the items reflect enjoyment, enthusiasm and excitement on reading the course materials.

Factor 2 comprised of the following items Item 21 (I expect do well in this class) Item 20 (I'm confident I can do an excellent job on the assignments and tests in this course), Item 31 (Considering the difficulty of this course, the teacher , and my skills , I think I will do well), item 05 (I believe I will receive an excellent grade in this class), item 06 (I'm

certain I can understand the most difficult material presented in the readings of this course),

item 29 (I'm certain I can master the skills being taught in this class., item 12 (I'm confident

I can learn the basic concepts taught in this course) , and item 15 (I'm confident I can

understand the most complex material presented by the instructor in this course). This was

named as extrinsic factor since it comprised of statements on rewards and recognition.

Factor 3 consisted of the following items : Item 19 (I have an uneasy, upset feeling

when I take an exam), item 28 (I feel my heart beating when I take an exam), item 03 (

When I take an test I think about how poorly I am doing compared with other students), item

08 (When I take a test I think about items on other parts of the test I can't answer), item 14 (

When I take tests I think of the consequences of failing), item 30 (I want to do well in this

class because it is important to show my ability to my family, friends, employer , or others),

item 11 (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) and item 13 (If I can, I

want to get better grades in this class than most of the other students.). This factor is named

on test related anxiety.

The factors that were formed from the exploratory factor analysis coincided with only

three factors of MLSQ namely: Intrinsic, Extrinsic and Test Anxiety. The other three items

like control of belief, self efficacy and task value were not captured in the EFA. This is one of

the limitations of this study.

Discussion

The result of the confirmatory factor analysis of Motivated Learning Strategy Learning Questionnaire is not appropriate for the respondents specifically distance learners. It turned out to be bad fit as evidenced by RMSEA of .109. Though there were a number of items highly represented by factors. Notably items best represent by factors like Intrinsic (In *a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn*) and 22 (The *most satisfying thing for me in this course is trying to understand the content as thoroughly as possible).*This item is also congruent to one of the common quality indicators of distance education which is active learning technique (Yama and Turkey 2009). Course materials in distance education play an important role in the learning process. Since the mode of instruction is depart from traditional classroom, course materials are one of the most sought from the learners. This contains the instructions regarding the contents and schedule of studying.

The following items best represent extrinsic namely item 11(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* and item 30 (*I want to do well in this class because it is important to show my ability to my family, friends, employer, or others).*

The control factor has two highest item predictors namely items : 18 (*If I try hard enough, then I will understand the course material*) and item 25 *(If I don't understand the course material, it is because I did not try hard enough).* In the study of Richardson (2005), it was noted that academic environment in a distance learning affects the approach to study. Such as course materials in the distance education is deemed so important in the learning process. This is supported by the review of literature by Chaney et al (2007) that the

following are indicators of quality distance education: course structure and guidelines and implementation of guidelines for course development and review of instructional material.

The task value factor is best represented by three items : item 23 *(I think the course material in this class is useful for me to learn)*, item 26 *(I like the subject matter of this course)* and item 27 (*understanding the subject matter of this course is very important to me)*.

The following items : 20 (I am confident I can do an excellent job on the assignments and tests in this course) , 21 (I expect to do well in this class), 29 (I am certain I can master the skills being taught in this class) and 31 (Considering the difficulty of this course , the teacher , and my skills , I think I will do well in this class) for self efficacy. This may be attributed to the distinct need of distance education learners such general skills about computers and internet usage (Yama and Turkey 2009). Some items have to be modified and considered to appropriately cater to the needs of distance education learners.

Lastly, the factor test anxiety is best represented by the two items : item 19 (I have an uneasy , upset feeling when I take an exam) and item 28 (I feel my heart beating fast when I take an exam) . The following items shared a variance of 65 % and 60% to test anxiety factors. The two items has standard regression weights of .78 and .45.

The factors that were formed from the exploratory factor analysis coincided with only three factors of MLSQ namely: Intrinsic, Extrinsic and Test Anxiety. The other three items like control of belief, self efficacy and task value were not captured in the EFA. This is one of the limitations of this study.

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Conclusion

The process used for addressing the identified methodological issues in reviewing the

Motivation Scale (Pintrich et al 1999) for use in distance education learners provides a

framework for adapting an establish tool for a specific purpose.

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Appendix A

Motivated Strategies for Learning Questionnaire Manual

Part A. Motivation

The following questions ask about your motivation for and attitudes about this class. **Remember there are no right or wrong answers, just answer as accurately as possible.** Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
not at all true of me						very true of me

1. In a class like this, I prefer course material that really challenges me so I can learn new things.　　1　2　3　4　5　6　7

2. If I study in appropriate ways, then I will be able to learn the material in this course.　　1　2　3　4　5　6　7

3. When I take a test I think about how poorly I am doing compared with other students.　　1　2　3　4　5　6　7

4. I think I will be able to use what I learn in this course in other courses.　　1　2　3　4　5　6　7

5. I believe I will receive an excellent grade in this class.　　1　2　3　4　5　6　7

6. I'm certain I can understand the most difficult material presented in the readings for this course.　　1　2　3　4　5　6　7

7. Getting a good grade in this class is the most satisfying thing for me right now.　　1　2　3　4　5　6　7

8. When I take a test I think about items on other parts of the test I can't answer.　　1　2　3　4　5　6　7

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		not at all true of me						very true of me
9.	It is my own fault if I don't learn the material in this course.	1	2	3	4	5	6	7
10.	It is important for me to learn the course material in this class.	1	2	3	4	5	6	7
11.	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.	1	2	3	4	5	6	7
12.	I'm confident I can learn the basic concepts taught in this course.	1	2	3	4	5	6	7
13.	If I can, I want to get better grades in this class than most of the other students.	1	2	3	4	5	6	7
14.	When I take tests I think of the consequences of failing.	1	2	3	4	5	6	7
15.	I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5	6	7
16.	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
17.	I am very interested in the content area of this course.	1	2	3	4	5	6	7
18.	If I try hard enough, then I will understand the course material.	1	2	3	4	5	6	7
19.	I have an uneasy, upset feeling when I take an exam.	1	2	3	4	5	6	7

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		not at all true of me						very true of me
20.	I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5	6	7
21.	I expect to do well in this class.	1	2	3	4	5	6	7
22.	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
23.	I think the course material in this class is useful for me to learn.	1	2	3	4	5	6	7
24.	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.	1	2	3	4	5	6	7
25.	If I don't understand the course material, it is because I didn't try hard enough.	1	2	3	4	5	6	7
26.	I like the subject matter of this course.	1	2	3	4	5	6	7
27.	Understanding the subject matter of this course is very important to me.	1	2	3	4	5	6	7
28.	I feel my heart beating fast when I take an exam.	1	2	3	4	5	6	7
29.	I'm certain I can master the skills being taught in this class.	1	2	3	4	5	6	7
30.	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	1	2	3	4	5	6	7
31.	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5	6	7

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Appendix B

Letter of Permission

Gmail by Google

Rita Ramos <rita.ramos@upou.edu.ph>

permission
4 messages

Rita Ramos <rita.ramos@upou.edu.ph>   **Fri, Feb 25, 2011 at 10:31 AM**
To: Maria Fe Mendoza <mariafe.mendoza@upou.edu.ph>
Cc: "Inocencio Jr. Buot" <inocencio.buot@upou.edu.ph>, "Inocencio Jr. Buot"
<iebuotjr@upou.edu.ph>

Dear Dr. Mendoza,

I am currently enrolled in Research Methods 2 in De La Salle University for PhD in Educational Psychology major in Quantitative Method. This is my last course subject for the program. I will be taking the qualifying examination and comprehensive exam by June 2011. In lieu of this, I would like to ask your kind permission to allow me to distribute questionnaires tomorrow on February 28, 2011 entitled Achievement Goals Questionnaire (Elliot) and Motivation Strategy Learning Questionnaire (Pintrich et al) as part of my course requirement. . I apologize for the short notice. I did edit and modify the manuscript to be attached along with the questionnaires. I presented a research proposal for this course and as part of this; I am tasked to validate the two questionnaires as part of my pilot testing of instrument. This will be presented in a public colloquium in La Salle as part of our course requirement.

Attached are the following files: draft of the manuscript of my proposal and questionnaires.

Respectfully Yours
Rita C. Ramos
faculty
FMDS

Inocencio Jr. Buot <inocencio.buot@upou.edu.ph>   **Fri, Feb 25, 2011 at 11:06 AM**
To: Rita Ramos <rita.ramos@upou.edu.ph>
Cc: Maria Fe Mendoza <mariafe.mendoza@upou.edu.ph>, "Inocencio Jr. Buot"
<iebuotjr@upou.edu.ph>

Noted po Prof Rita.

good luck...

jun
[Quoted text hidden]

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_____

INOCENCIO E. BUOT, JR.,PhD
Dean & Professor of Landscape Ecology
 and Biodiversity Conservation
Faculty of Management and
 Development Studies
University of the Philippines Open University
Los Banos, Laguna, Philippines 4031

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College, Laguna, Philippines 4031

Maria Fe Mendoza <mariafe.mendoza@upou.edu.ph>   **Fri, Feb 25, 2011 at 4:49 PM**
To: Rita Ramos <rita.ramos@upou.edu.ph>
Cc: "Inocencio Jr. Buot" <inocencio.buot@upou.edu.ph>, "Inocencio Jr. Buot"
<iebuotjr@upou.edu.ph>

Dear Prof. Ramos,

Being a faculty member of UPOU, you are permitted to do your research on the condition, as usual, that you get only willing participants.

Good luck and I hope you present a very good paper, pass your qualifying, and complete your PhD soon.

All the best,

Fe Villamejor-Menodza
Professor of Public Administration and Public Policy and
Vice Chancellor for Academic Affairs
UP Open University
[Quoted text hidden]

Rita Ramos <rita.ramos@upou.edu.ph>   **Fri, Feb 25, 2011 at 5:19 PM**
To: Maria Fe Mendoza <mariafe.mendoza@upou.edu.ph>

Dear Dr Mendoza,

Thanks so much po.

Best,

Rita

[Quoted text hidden]

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Appendix C

Results of Exploratory Factor Analysis

Factor 1- Intrinsic Motivation

23. I think the course materials in this class is useful for me to learn

26. I like the subject matter of this course

16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult
    To learn.

17. I am very interested in the content area of this course

10. It is important for me to learn the course material in this class.

02. If I study in appropriate ways , then I will be able to learn the material in this course

04. I think I will be able to use what I learn in this course in other courses

18. If I try hard enough, then I will understand the course material

27. Understanding the subject matter of this course is very important to me.

25. If I don't understand the course material, it is because I did not try hard enough

22. The most satisfying thing for me in this course is trying to understand the content as
    Thoroughly as possible

24. 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.

09. It is my own fault if I don't learn the material in this course.

01. In a class like this, I prefer course material that really challenges me so I can learn new
    Things.

Factor 2- Extrinsic Motivation

21. I expect do well in this class

20. I'm confident I can do an excellent job on the assignments and tests in this course

31. Considering the difficulty of this course, the teacher , and my skills , I think I will do well

In this class

05. I believe I will receive an excellent grade in this class

06. I'm certain I can understand the most difficult material presented in the readings of this Course

29. I'm certain I can master the skills being taught in this class.

12. I'm confident I can learn the basic concepts taught in this course

15. I'm confident I can understand the most complex material presented by the instructor in This course.

Factor 3- Test Anxiety

19. I have an uneasy, upset feeling when I take an exam

28. I feel my heart beating when I take an exam

03. When I take an test I think about how poorly I am doing compared with other students.

08. When I take a test I think about items on other parts of the test I can't answer.

14. When I take tests I think of the consequences of failing.

30. I want to do well in this class because it is important to show my ability to my family, Friends, employer , or others

11. 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.

13. If I can, I want to get better grades in this class than most of the other students.