



# PROJECT DECODE: SCHOOLING THROUGH THE LENS OF LESS-MOTIVATED STUDENTS

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## ABSTRACT

Students are expected to participate in classroom activities and to be fully engaged in teaching and learning processes. A deviation from this expectation can lead to a conclusion that a student is less motivated to learn the lesson. However, the researcher is very much interested in discovering the real reasons why some students are disengaged in classroom processes which leads to the inquiry of this phenomenological investigation. The Grade 10 and Grade 12 students of Panabo National High School were the participants and the key-informants of this study. After careful analysis of the responses of the participants, the following themes emerged: Security for a Better Future; Significant Others; Lack of Sleep; Home Issues; Difficulty in English as a Medium of Instruction, Unfriendly Learning Environment, and Mental Ability. By fully understanding the themes discussed, teachers, administrators, and the Department of Education of Panabo City Division will have a better understanding of those students who are branded as less-motivated learners and they will take appropriate action in the delivery of the curriculum to improve the participation of students in the classroom processes.

*Keywords: Student's perception, disengaged students, student's motivation*

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## **Chapter 1**

### **INTRODUCTION**

*I think we do need to look through students' eyes thereby building bridges between their understanding and the concepts and skills most likely to advance their opportunities. But the only way we can truly begin to look through students' eyes is to reject the notion that our own view of the world is always right (Ellwood, 1993).*

Teachers' main job is to affect learning for students. That's why the Department of Education enforced the utilization of teaching pedagogies that promote engagement of students in the classroom (DepEd Order 021 s. 2019). Several studies have shown that the engagement of students improves their attitude toward learning, motivation to learn, and eventually improves their academic achievement (Sivrikaya, A. 2019, Sikhwari, T., et.al, 2019, Booth, M.Z. and Gerard, J.M., 2014, Kpolovie, P.J. et.al 2014, and Martin, F. and Bolliger, D.U. 2018)

However, it was noticed that some students in Panabo City National High School were not engaged in classroom processes. It can be observed from being not attentive to their teachers, not participating in classroom activities, and late submission of projects on time and they even sleep in their classes. But these students are always present in their classes. They keep on attending their classes despite their overt disengaged behavior. This scenario is opposite to the findings of Chang, H.N., et al., (2018) and Flores, M., (2019) that disengaged students tend to be absent from classes and eventually drop out of school (Henry, K. et al, 2011).

This becomes the interest of this study. There is a need to determine why some students seem less motivated in their studies so that necessary programs, projects, or any intervention will be created and implemented to solve this perennial problem in school. The purpose of this investigation was to determine how the students perceive schooling what might be the reason for their behavior and to discover other factors that cause them to be less engaged inside the classroom.

The findings of this study helped the curriculum-makers, teachers, the school, and the Department of Education to make necessary revisions and adjustments in the delivery of the curriculum. Since the students are the focus of education, it is appropriate to consider how they view schooling. Since they are the recipients of all the programs of the Department of Education, and the receiver of all innovations implemented by the Department, it is appropriate that their voice will be heard so that their educational needs will be met. Hence, teachers, school administrators, and the Department of Education as a whole will be able to design and implement programs that may solve the dilemma anchoring from the voice of the students – the primary clientele of the DepEd.

## **LITERATURE REVIEW**

### **Perception affects one's view**

Meriam-Webster (2019) defined perception as the result of perceiving or observation. It is also known as the concept or mental image. The emotional and behavioral responses also assist in creating our environments and skew our ideas about those environments (Students' Perception of School). Our

perceptions of any object, thing, or situation may influence our emotions and behaviors. Thus, our perception of the world has a big impact on how we act. When we believe something has value for us, we give it importance. Conversely, when we believe something has no value for us, we do not give it importance.

Marzano, (2017) singled out that positive perception affects learning. He stated that without positive attitudes and perceptions, students have little chance of learning proficiently. This claim was supported by Ahmed, et al. (2018) in their study that shows that high achievers have significantly more positive views of the learning environment than do poor achievers. Those who performed well academically had more favorable opinions of their education, whereas those who performed poorly did so with more unfavorable opinions.

On the other hand, student engagement is defined as a condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more (Abla & Fraumeni 2019). It is also defined by the Glossary of Education Reform as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. These definitions show the importance of engagement to the learning of students in school.

### **Student's Perspective Matter**

Murphy (2016) pointed out the problem of ignoring the perspective of students about schooling. First and foremost, he said, "Students' perspective is often unseen in school." They are often unseen because we do not seek them out. We often use students' perspectives to reinforce what we have already decided. Second, we inadequately see the classroom through the eyes

of youngsters, we miss the opportunity to do our job effectively, improve our skills and knowledge in enhancing meaningful academic challenges, and create a caring and supportive learning environment. Third, the understanding and wisdom that help us to be more effective educators and that provide joy and meaning in our work will be materialized if we seek harder to see the world through the eyes of the students.

In school, there is a need to determine how the students perceive schooling so that the school will be able to give what the students need. Simons, et. Al. (2015) concluded that students are giving detailed, nuanced accounts of their experiences that may help schools enhance pedagogy, the learning environment, and relationships. Only the pupils themselves may speak for their wellbeing. Donnini (2015) further emphasizes that students can be engaged as stakeholders who may be crucial to the creation and maintenance of learner-centered competency reforms by giving them the power to speak up and make choices.

## **Related Studies**

There were very few available recent studies discussing the topic. However, the researcher gleaned through studies that attempted to discuss the perception of students towards learning. One of the studies is the research conducted by Booth and Gerard (2014) which is a longitudinal mix-study entitled: Adolescent's Stage-Environment Fit in Middle and High School: The Relationship Between Student's Perceptions of Their Schools and Themselves. This multi-method longitudinal study examines the relationship between students' perceptions of themselves and their schools. Results from

quantitative analyses show a relationship between self-esteem and academic self-efficacy and student attitudes toward school and a feeling of school belonging. However, this study is different from the current investigation because it does not focus on the perception of disengaged students toward schooling, which is the main focus of the current investigation.

Another research conducted by Kpolovie, et al (2014) entitled “Academic Achievement Prediction: Role of Interest in Learning and Attitude Towards School”. The participants were the students who enrolled for the 2013 May/June Senior Secondary Certificate Examination (SSCE) in Bayelsa State, Nigeria. The extent of the association and prediction between students' motivation in learning and attitudes about school, both individually and collectively, were determined using a multiple-prediction approach. Using a table of random numbers, a stratified random sample of 518 students was selected from the 14459 total. The findings revealed a strong correlation and multiple predictions between the predictor factors and the academic performance of the students, which accounted for 21.60% of the variance in their performance. Therefore, increasing pupils' motivation to learn and attitude toward school could help them perform better academically. However, the study did not provide specific details about disengaged students, which is the primary concern of the present investigation.

### **Research Questions**

This study answered the following questions to attain the purpose of the proposed investigation:

1. How do you perceive schooling?
  - 1.1 Is it relevant to your plans?



- 1.2 Do you think it helps you to have a better future?
- 1.3 Does it provide you with what you need to live the “real life”?
2. What motivates you to go to school?
  - 2.1 What inspires you to finish your study?
  - 2.2 What influences you to earn an education?
  - 2.3 Why do you keep going to school?
3. What discourages you from being actively involved in classroom processes?
  - 2.1 What you don't like in school? (Environment, policies, teachers, subject, etc.)
  - 2.2 Are you bored with the lessons? Explain.
  - 2.3 What aspect of schooling you don't like? (medium of instruction, the method of teaching, class activities, content, evaluation, etc.)

### **Scope And Limitation**

The study was a qualitative study that sought the perception of low-motivated students of Panabo National High School about schooling for the school year 2017 -2018. The participants of the study were Grade 10 and Grade 12 students. Interviews and Focus Group Discussions were the tools for gathering the needed data. The results of the interview and FGD were grouped into themes for analysis of the findings.

## **Chapter 2**

### **METHODS**

This investigation employed qualitative - phenomenological research. Phenomenological research is an approach that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it (Neubauer, B.E. et. al. 2019). Since the research focus is to describe the perception of less-motivated students toward schooling, phenomenological research is appropriate for this investigation.

#### **Sampling**

This study utilized a purposive sampling technique. Through the help of the class advisers of the participants, less-motivated students were identified through their attitude toward schooling, class participation, and class attendance. There were 20 participants in this investigation; 10 students for the interview and another 10 students for the Focus Group Discussion (FGD). The students were the current Grade 10 and 12 students of PNHS. These two groups of students were selected because they were deemed to have more mature experience than other students in the lower levels.

#### **Theoretical Lens**

This study is anchored on Attribution theory which was introduced by Fritz Heider. According to this theory, people behave in accordance with their perception and comprehension (Seel, N.M., 2012). It explains how people attribute causes to occurrences and how this cognitive view affects their

motivation. Analysis and discussion of the findings of the study will be based on this theory.

### **Data Gathering Method**

The primary methods used in gathering the data needed for this study were interviews and focus group discussions. An in-depth interview was a data collection process in which the researcher asked questions and recorded their answers from only one participant in the study at a time, while a focus group interview was the process of collecting data through interviews with a group of people typically four to six (Wichaikul, 2013). These methods were appropriate to get the needed data to determine the perception of the students towards schooling. Interview with the participants was considered the most widely used for the production of qualitative data (Polkinghorne, 2005). This is because interviews can provide much more detailed information than what is available through other data collection methods, such as surveys (Neale and Boyce 2006).

### **Ethical Issues**

Since the participants were Grade 10 and 12 students, there was a need to secure the necessary permit to conduct the study. The researcher informed the principal about the investigation for approval, secured parents' consent and informed consent for the participants of the interview and focus group discussion. To maintain the privacy of the participants, a pseudonym was used for each of them.

## **Data Analysis**

Data analysis according to Creswell (2009) is an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study. Qualitative data analysis is conducted concurrently with gathering data, making interpretations, and writing reports. This led the researcher to analyze the interviews collected earlier, and write memos that may ultimately be included as a narrative in the final report.

The researcher followed the steps in analyzing the data recommended by Creswell (2009). First, organized and prepared data for analysis. This involved transcribing interviews, photocopying interview materials, encoding field notes, or sorting and arranging the data into different parts. Followed by reading through all the data to get a general sense of the information and to reflect on its overall meaning. Lastly, conduct an analysis of the coding process. Coding is the process of organizing the materials into chunks or segments of text before bringing the meaning of information. This involved taking text data or pictures gathered during the data collection, segmenting sentences or images into categories, and labeling those categories with a term, often a term based on the actual language of the participants. Maykut and Morehouse (1994) provided the technique on how to code the data. It is done by writing in the upper right-hand corner of each page of data, the code for the type of data and the page number of the particular data set such as pages of a transcript. For example, the fifth page (5) of a transcript (T) from an interview with Marie (M) is coded in the top right-hand corner of the page as T/M-5.

The coding process was used to generate a description of the setting or people as well as categories of themes for analysis. These themes were used to shape a general description of the phenomenon being studied. In the end, the themes that emerged from the study were thoroughly discussed to describe correctly the perception of students towards schooling.

## **Chapter 3**

### **RESULTS AND ANALYSIS**

This chapter presented the significant findings of the investigation in narrative form. It presented the emerging themes from the primary questions raised for this purpose.

#### **Research Question No. 1: How do you view schooling?**

To determine exactly how the participants expressed their views about schooling, the following sub-questions were asked during in-depth interviews and focus group discussions: Is it relevant to your plans?; Do you think it helps you to a better future?; Does it provide you with what you need to live the “ real life” How?

After careful analysis of the responses of the participants, one theme emerged “Security of the Future.”

#### **Security for a Better Future**

The responses of the participants of the study justified their effort in attending their classes despite the perception of their teachers that they are less motivated to learn the lesson because of their less engagement in the teaching-learning process. The participants revealed that they continued going to school although they were not so active in the classroom process because they wanted to learn and eventually provide them with a good future. They said:

“Ang paglantaw nako sa pag eskwela kay dapat  
ko mahuman...Dapat naa ko makat-onan kada adlaw...  
aron naa kay mahibal-an kay mao  
ni imong gina adto sa eskwelahan”.

“Para makakat-on sir para sa kaugmaon....kay kung moeskwela ka niya makagraduate ug 4 year course o bisan Grade 12 lang, naa kay mahibal-an... makabalo na ka sa imong buhaton ug sa trabaho”.

These statements conveyed how the participants believed that the learning they got from school would help them to secure a better future. These responses were supported by other responses such as:

“Para makahuman ko ug eskwela ug makatabang sa among parent para makita ug tarong na trabaho”

“Importante ang pag –eskwela kay pagkahuman man gud ka ug eskwela dili naka maglisod ug pang apply ug trabaho kay naa na man ka ipakita na diploma”

“Para dili lang pangbalay ang imong mahibal-an nga trabaho sir. Naa kay makat-onan aron dili ka maglisod ug pangita ug trabaho sa pag-abot sa panahon. Dili ka na magpait.

“Para naay ikapahambog na at least naka K-12 ko ...unya makatrabaho ko..bisan cool kaayo ko, nagapaminaw gihapon ko... ug unya ika proud ko sa akong anak kay nakabalo pud siya na naga eskwela ko... nya sundogon ko niya”.

The above statements declared a message to all educators that the primary reason why students who seemed to be less motivated in their class, valued education as the primary tool to find stable employment. The participants further revealed that if they can find work, then they can extend help to their parents. They said:

“Motarong ug pag-eskwela para naay future.  
Para makatabang sa inahan....  
kay gusto nako sila tabangan”.

“Nagatabang ang pag-eskwela ky mao rani  
akong chance na makuman ug  
eskwela ug makatabang sa pamillya”.

“Gusto ko matabang sa akong pamilya...  
pait kaayo sir sa elementary ko sir  
nakasulay ko ug balon ug TADECO  
na saging ug mantika...didto ko  
nakarealize na lisod kaayo kung walay grado...  
mao na moeskwela ko para makatuon ko  
ug welding..kay dili ko gusto na maglisod ang akong anak  
mao na moeskwela ko ug tarung”.

The behavior seen by the participants is very opposite to their conviction that they have to finish their education to have a better future. As a typical teacher, it is very hard to realize that the less active students in your class have a positive view of schooling since teachers regard students as serious in their studies if they are active in classroom activities. But if the students do the opposite, teachers may conclude that they are not serious about their studies and may conclude that these students do not value education.

### **Research Question No. 2: What motivates you to go to school?**

To divulge the real reasons, students why keep going to school, the following sub-question was being asked: What inspires you to finish your study?; What influences you to earn an education? ; and Why do you keep going to school? After a series of coding of the responses of the participants of the study, only one theme emerged: “The significant others.”



### **Theme One: The Significant Others**

During the in-depth interview and focus group discussion, the participants shared that people who are very close to them are the reasons why they continue to go to school. Some of the participants attributed their motivation in going to school to their family such as their parents, either the mother or the father, siblings, or family as a whole. This theme was reflected in the following responses of the participants:

“Mama ug papa sir kay sila man ang dahilan na nagaeskwela ko....kay dili sila ganahan na mag absent ko kay wala pud sila naka eskwela....Si papa sir kay Grade 3 lang...si mama kay high school, maong dili sila ganahan nga dili ko maka graduate”.

“Dili ko gusto mopareha sa ilaha...Looy sila nga dili moeskwela ug tarung... Kay sa ilaha (si mama ug papa) g usto na makahuman ug eskwela.

Akong pamilya sir.....para tabangan nako sila...gina estoryahan pud ko ni mama ug papa na moadto sa eskwelahan”.

One student said that he tried his best to finish his studies because he wanted to help his father earn money to support the family. He said...

“Gusto nako tabangan si papa sa trabaho... maong magtarong ko ug eskwela”.

Another student who has already a son stated that it was his son as well as his parents who motivated him to pursue a high school education. According to him:

“Ang akong anak ug parents sir..sila ang  
naga encourage na moeskwela ko...sa  
anak nako sir, moabsent ko p ara naa  
koy magasto sa akong anak....moeskwela jud  
ko sir para Makita sa akong anak  
nga importante ang pag eskwela.”

Furthermore, there was one participant who was not only looking into the welfare of his parents but of his siblings as well. As the eldest, he felt the responsibility of supporting his siblings in case his parents were gone. He said:

“Pamilya ug igsoon sir..akong mga  
manghod... simba ko mawala  
akong mga ginikanan walay motabang  
sa akong mga manghod.”

While other students focused on their families, one of the participants told me that he likes to go to school because he has already a sweetheart. According to him:

“Ganahan ko sir kay naa ko uyab..  
duol lang pud amo balay”

Lastly, friends can be one of the motivations of students to go to school. This provides companionship as well as help to a student. According to the two participants:

“Diri ko nakakita ug mga amigo..kay  
sa elementary pa ko dili ko hinamigo...  
daghan ko kaaway....ganahan ko kay naapil  
ko sa sports an Wushu...abot ko ug DAVRAA.

“ok lang kay dili sila kaayo kiat  
ug kabalo motabang sa imong  
kinahanglan...moalalay pud sila.”

### **Research Question No. 3: What discourages you from being actively involved in classroom processes?**

This question was the heart of all the questions since it spelled out the reasons why students are not very active in the classroom. To obtain more data, sub-questions were created to enrich the primary question. The sub-questions were as follows: “What do you dislike in school;” “Are you bored with the lessons?” and “What aspect of schooling do you dislike?”

After a series of analyses of the responses of the participants, the following themes emerged: “Lack of Sleep, Home Issues, Teacher Qualities, Unfriendly Learning Atmosphere, Difficulty in the English Language, and Mental Ability. Students were expected to participate in the classroom teaching-learning process because this is what students should do in class. However, some students seemed not bothered to participate in the lesson. After analyzing the responses of the students on why they were sometimes passive inside the classroom, the following themes were formed.

#### **Theme One: Lack of Sleep**

Some of the participants were not participative in the classroom. They are exhausted because they are working to support their study as well as their family. They said:

“Gabilar ko sir kay naga partime ko....  
akong duty kay 5 pm – 1am...  
part-time ko sir para sa akong anak”.

Usahay laay pud ko kay kapoy nag lawas...  
kapuyan ko kay naa ko side line na trabaho....

kay gabiyahe ko sa truck..nya dugay ko  
katulog... usahy matulog ko 12 pm or 1 am..

On the other hand, some students were sleepy because of their online game addiction and late-night watching of television.

“Tungod kay laayon ko kay katulogon pud ko....  
kay dugay ko matulog inig ka gabii...  
usahay mag-internet ko.  
“Katulogon ko sir labi na ug AP....l  
ami itulog..kay naga internet man pud ko sir.”

“Napulaw ko sir..usahay internet..usahay TV....  
dili man ko badlongon ni mam ug papa sir...  
sabay me tan-aw TV.”

## **Theme Two: Home Issues**

Some students attributed their non-participation in classroom activities to their respective homes. The condition in the home affected their attitude in the classroom. They said:

“Gikan sa balay sir, kasab-an ka sa imong  
ginikanan, pag –abot sa eskwelahan  
makahuna-huna ka ug cutting....  
kay naa koy kasuko sa akong ginikanan.”

“Akong mga project sir kay maulahi kay  
dili ko makabuhat sa balay kay kapoy kaayo ko....

daghan trabaho sa balay”

### **Theme Three: Teacher Qualities**

Some students shared that their participation inside the classroom was dependent on the teacher. If the teacher is good they will listen and cooperate; if not, then they will not participate and even sleep during the lesson. They said:

“Usahay laay pud.....laayon ko kay katulogon ko...  
usahay ubang teacher kay hinay ug tingog,  
ug uban nako na classmate kay saba pa jud.”

“Ginalaay ko sir...the way magestorya ang teacher...  
sobraan ka focus sa klase...luya paminawon  
ang teacher...ang uban magpakatawa..  
ang uban sobrahan ra pud ka seryoso”

The participation of students in class activities is dependent on the kind the personal and professional qualities of teachers. As reflected in the above statements, students are bored in class due to how the teacher speaks. The participants found it unattractive if the teacher was very serious about his lesson and the voice was not audible enough to be heard.

There were some teachers also who failed to integrate the lesson into real life. This will also result in boredom among students. According to one of the STE students:

“It teaches us a lot of theory but even the most are not even used in everyday life...It does not teach us what laws are there or how money even works....not practical...I like subjects/topics that prove to be useful and teach us something”.

#### **Theme Four: Unfriendly Learning Atmosphere**

Some of the participants considered having an unfriendly environment a hamper their class participation. This situation can aggravate the problem of less engagement inside the classroom since some students are too shy to participate. They said:

“Kay maulaw man ko usahay sir basin  
mali akong answer...pero sa ubang subject  
ga participate man ko”.

“Maulaw lang ko moparticipate sir....  
maulaw ko moanswer...maulaw lang jud ko”.

“Ako sir hilumon ko sa room...  
maulaw ko mo hand-up kay kanyawan  
dayon ka...maminaw lang ko sir..  
hilohilom lang...pero naa koy nasabtan...

“Usahay maulaw pud ko mo participate  
kay basin mali akong answer...hadlok ko  
makasab-an ...kay nakasab-an ko sa una”.

kanyawan dayon ka...maulawan ka..  
dili man pud badlongon sa teacher”.  
“Naa pud time sir na na mahadlok ko mo  
answer kay gina judge imong answer...  
Kay kung mali kay kanyawan dayon ka...  
kadtong nikatawa kay wal pud answer.”

“Kung magpilipili ug grupo sir...  
wala kay ika share...kung naa kay e  
share dili pud dawaton..siyempre lain kaayo sir...  
.mosulti ka dili ka paminawon..”

“Dili ka apilon sir...dili pailon imong opinion sir....  
Dili nimo ma feel na apil ka sa grupo  
sir... kay kung maghilomhilom ka sir  
ingnon pud ka nga tingog pud dha...  
kung motingog pud ka dili pud ka paminawon...”

The above issues pointed out that having a poor-quality learning environment affected the level of participation of students in the classroom.

### **Theme Five: Difficulty in the English Language**

On the other hand, students were not active in class discussions because they had difficulty understanding the lesson, especially when English was used as the medium of instruction. They said:

“Paggamit ug English sir kay ang uban lisod kaayo sabton”.  
“Unta sir kung mosulti ug English kay  
e translate pud ug Bisaya or Tagalog para  
makuha namo kung unsa jud ang tumong o ipasabot.”

“Sa lesson sa English sir maayo pud unta e  
translate para dili me maglisod ug sabot sa  
mga words.. Maglirawlriraw na lang ang  
mata kung unsay ipasabot ana...gusto  
unta namo mahibal-an.....nya  
mangutana ka kanyawan pud ka .

“Basta English sir loading kaayo....  
Makasabot ka pero lisod kaayo...  
e translate nimo sa imong cellphone  
nya la pa ka naka translate naa na pud lain...  
.dili maapas man na matulog na lang ko sir....

The above revelation, the participants blamed their non-participation in the classroom on the utilization of English as the medium of instruction in most academic subjects both in junior and senior high school. The desire to learn and comprehend the lesson is present, but the difficulty in understanding terms and concepts discouraged them from participating in the classroom processes.

## **Theme Six: Student's Mental Ability**

Some participants attributed their attitude to their mental ability. They did not participate in the classroom activities because they did not understand the lesson. They did not know the lesson that's why they were not active in the teaching and learning process.

“Wala ko naga participate kay uban  
activity wala nako nahibal-an..dili lang ko kasabot...”.

“Kay naa man gud mga activity sa room  
na lisod... mao nang dili ko ko naga participate.

“Kapuyan ko magparticipate basta individual ...  
lisodan ko pag ako ra isa...dili kaayo  
as in makaya sa akong utok labi na ug English”.

Sometimes pag Math time na sa Arithmetic  
ra jud ko mabore..kay lisod kaayo pangitaon ang  
formula. Dili kaayo ko kasabay maong maboring  
ko” gnon ka nga bugo ka  
..eskwela pa ka dili man diay ka kabalo”.



## **Chapter 4**

### **DISCUSSION AND CONCLUSION**

This chapter presented the discussion, conclusions, implications for practice, and implications for future research based on the themes developed during the data analysis.

The purpose of the study was to describe the perception of less-motivated students about schooling. It aimed to understand deeper by uncovering the factors that resulted in less engagement of students in learning activities in the classroom.

To help the researcher provide the needed information for this phenomenological inquiry, he chose 10 participants for the study; ten (10) participants for an in – depth interview and ten (10) participants for the focus group discussion. The focus group discussion was divided into two according to their section. This was done so that the members of the focus group discussion would reveal their true feelings towards the issue since all members are familiar with each other. There were five (5) members in the first FGD and five (5) members in the second FGD. All of the participants were chosen based on the recommendations of their respective advisers after knowing the qualities of students needed for this study. The students themselves acknowledged that they were less motivated to participate in the classroom activities during the preliminary interview and FGD. To gain a deeper understanding of the different types of students, the participants for the in-depth interview were the Grade 10 students while the participants of FGD were the Grade 12 students.

## **Security of the Future**

Less-motivated students continued going to school and desired to finish their high school education because they recognized the importance of education as the way to secure a better future.

They refused to join other students to cut classes or be a truant because they realized the value of education in finding work and employment. All of them believe that education is very important to have a better life, which is supported by the study of Ali, S. et. al. (2018) that higher education is a strong predictor of employment, thus ensuring a better quality of life for all. Atuhurra (2014) supported the perception of these students that cognitive learning is very important for future earning; Wolla and Sullivan, (2017) it will lead to a better income; Friels (2016) it is a way they can go to college and get a career where they can provide their needs and of their families.

These findings may change the attitude of teachers toward this type of student. Teachers should have a sympathetic attitude toward this kind of student as they support their desire to gain an education. They may perceive that these students are less interested in schooling, but with the fact they keep going to school because of the belief that they can have a good future. Teachers should show empathy towards these kinds of students.

## **The Significant Others**

The low-motivated students continued to go to school despite having low grades and difficulties they encountered in their studies because they were inspired by their parents, family, and friends. Despite the hardships experienced by the participants, they continued to go to school because of their families who influenced them to obtain it (Aanyaka, 2017, and Erlendsdótti, 2010).

The strong desire to be imitated in the future by their children provided strong motivation to some students. One of the participants declared that he liked the school because he had many friends. The claim was similar to the findings of the study of Te-Wang, et.al. ( 2018) that peer has a great influence on the engagement of students in school.

### **Lack of Sleep**

The participants of the study divulged that lack of sleep is one of the culprits that hampered their class participation. Sleep is vital to each person because it renews and revitalizes each organ of the body after a whole day of activity. A good night's sleep is incredibly important to one's health as important as eating healthy and exercising ( Varona, 2018). Adults need to have at least 7 – 8 hours of sleep. Students attributed their problems to lack of sleep to internet addiction, staying late at night watching television and some of them were working students. Because of this condition, it is expected that the participation of students in classroom processes will most likely be affected and eventually affect their academic performances. The participants stated that they could not sustain attention in their classes because of a lack of sleep. This is one of the effects if a person is deprived of sleep. Because of this problem, the academic performance of the students will be affected (Okano, K. et.al. 2019, Gikunda, et. al., 2014; and Hamed, et. al. 2015). However, teachers need to remember, that not all students who are sleepy in class are caused by internet addiction, but some are working students who are working at night. It is a very sad situation that teachers have to consider in dealing with this type of student.

### **Home Issues**

Some of the participants of the study disclosed that their home experiences are the reasons why they are not participative in class activities. One

of the participants said that before going to school, his parent scolded him. According to him, he had a bad mood in school and even thought of cutting classes. According to Lehman (2014), students who have shown a bad mood at school usually have a conflict with either parent. And this student will most likely misbehave (Sacks, 2016). Yelling and scolding of children will result in a decrease in academic performance (Barber 2014 and Pickering and Hong 2015); and ignoring their parents (Greenberg, 2012). However, if students are shown positive care and attention they are most likely to succeed in school as well as in life (Kobe University, 2016).

The other student said that doing household chores prevented him from spending time working on his projects and studying his lessons. Doing household chores also contributed to the factors why students are less engaged in the classroom. Students may find limited time to study and work on projects and assignments because of the assigned household chores. Doing household chores has an impact on the study of the students according to Chowdurry (2015); Wichmann, F. et.al. (2019); Emmanuel (2015). It decreases their academic performance as a result of their less engagement in learning processes.

### **Teacher Qualities**

Some students are bored with the lesson because the voice of the teachers is too soft and too serious. Teachers need to show enthusiasm, passion and must have a sense of humor to affect learning to students (Corpuz and Salandanan, 20213). Teachers need to be engaging to hold the attention of the students (Gagnon, 2019). He might crack jokes to sustain the interest of the students.

Teachers need also to integrate lessons into life so that students can see the practical usefulness of the lesson (DeVito, 2016). The integration of life lessons is a very important skill that a teacher should possess as reflected in the

Philippine Professional Standard for Teachers. This is to allow students to see the connection and application of the life lesson. In the study of Kacerja (2012) entitled “Real-life contexts in Mathematics and Students’ Interest: An Albanian Study,” he found out that students preferred real-life situations to be used in Mathematics to see the connection of the subject to the real world. According to the study making computer games, planning journeys, being productive in doing tasks, developing community, health matters, recreation and sports, construction& engineering (boys), and designer clothes (girls) were the top real-life contexts preferred by Albanian students. These findings pointed out the necessity of integrating lessons into real-life situations to sustain the interest of the students.

### **Difficulty in English as a Medium of Instruction**

Students find difficulty in focusing on their lessons and participating in the classroom process because of their difficulty in understanding English terms and concepts.

This problem was expressed by Grade 12 SMAW students who affirmed that they were interested to learn but the utilization of English as the medium of instruction contributed to their discouragement to actively participate in the classroom. The students wanted their teachers to simplify some terms for them to understand the lesson. These sentiments of the students were similar to the findings of Galloway (2017) in her study that students also wanted teachers to adapt and simplify the content of the class according to their English level.

In the study of Domingo (2015) on Area Effectiveness: English vs Filipino, students preferred Filipino in teaching Math because teachers are fast in explaining, details are not well presented and some words used by teachers cannot be understood. They even wanted to mix Filipino and English for better

learning. In the study of Gorgonio (2012) on the “Use of Filipino and English in Social Studies Learning” he found that there was no significant difference in the performances of the students. However, the performance of students utilizing English belonged to the average level but belonged to the lower limit, while the performance of students utilizing Filipino was still at an average level but in the upper limit. The lack of participation of students in subjects using English as the medium of instruction can be attributed to the difficulty of students in the English language (Magulu, 2016). He further advised that teachers need to teach children the familiar language.

### **Unfriendly Learning Environment**

Students were apprehensive to participate in classroom discussions because they were afraid that they would be bullied in the classroom if they gave wrong answers. This problem displayed a very unfriendly learning atmosphere which will not promote students' participation in classroom activities.

A classroom with a lack of respect for students' views hampers participation (Susak, 2016). Since the fear of embarrassment contributed to less participation of students in the classroom (Zakrajsek, 2017); it is the job therefore of teachers to provide a learning atmosphere that will elicit participation from the students. There were participants in the study who claimed that they were shy-type individuals. This called for urgency for teachers to be skillful in classroom management (George, et.al. 2015) because self-confidence is a major contributing factor to class participation (Susak, 2016).

Students will become more participative and interested in the lesson if the teachers create a safe and trustful environment. (Reis da Luz 2015 & DeVito 2016). The study conducted by David, S. et.al (2016) found that classroom environments are very influential in the engagement of students. Thus, the

classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom (Hannah, 2013). Teachers should make an effort to improve the participation of students because classroom participation is very important to students for them to develop their communication skills, and confidence, enjoy their schooling, and for their academic development (Linsin, 2017).

### **Mental Ability**

Some of the participants refused to participate in classroom processes because they did not know or understand their lesson. This can be attributed to their innate mental ability. Mental ability is one of the factors that contribute to the differences among learners. This refers to the capacity of the learner to understand and assimilate information for their use and application (Corpuz & Salandanan, 2013).

Mental ability can categorize students into superior, above average, average, and below average. These differences should be considered by teachers in teaching the students. Some students find the lesson hard to understand because of their innate intelligence. This was supported by the study of George, and Amalraj (2016) that there was a relationship between the mental ability of students and their academic achievement in Mathematics. Cucina, J. et.al (2016) also found out from their study that mental ability is a strong predictor of the academic grades of students. Therefore, teachers need to accept and understand that some students have difficulty processing the information presented to them.

## **IMPLICATIONS FOR EDUCATIONAL PRACTICE**

This study tried to provide a clearer picture of how the less motivated students perceived schooling so that teachers and school administration would fully understand their behavior which at first look seemed irritating. After a thorough analysis of the responses of the participants of this investigation, the students have expressed their views about education which provided implications for educational practice.

This study provided realization to all teachers, that the less-motivated students had recognized the significance of education as the avenue to access a better future. Despite their low academic performance, they too struggled to earn a high school diploma because they valued education so much. Thus, teachers should recognize the presence of the students in the classroom because it is a manifestation that they value education despite their outward attitude that seems to be like they don't care about their studies.

This investigation further informed the teachers that they need to make the necessary adjustments in the delivery of the curriculum for the students to be encouraged to be active in teaching and learning processes. First, they need to simplify English terms and concepts for better learning for students. There should be an unlocking of difficulties. Second, teachers whose medium of instruction is English should not talk too fast for the students to grasp the lessons. Third, they need to provide a psychological learning atmosphere conducive to learning and promote a culture of respect among students.

Fourth, they should make an effort to integrate the lesson into real-life situations for the students to see the usefulness of the lesson. Fifth, they need also to improve the delivery of the lesson through modulated voice and having a



sense of humor. Lastly, they need to accept that students have different levels of mental ability that they need to respect and accept to have a better attitude towards students who are not good at their respective subjects.

This study has also implications for parents. They have significant contributions to improving the academic performance of their children. First and foremost, monitor the sleeping hours of their children because this is one of the culprits why students are not participative in the classroom. Second, avoid nagging and scolding their children before going to school. Lastly, do not give too many household chores to their children.

This investigation provided information to school administrators that there is a need to remind the teachers again of the basic skills in the delivery of instruction. These included providing a positive learning atmosphere, unlocking difficulties, respecting students' mental ability, developing a sense of humor, and integrating lessons into life.

This study can be used by the Panabo City Division of Panabo in recommending the passage of a law prohibiting high school students from entering internet cafes beyond 10:30 in the evening because it affects the performance of students in school.

This study can be the basis of the Local Government Unit of Panabo City to support the recommendation of the Panabo City Division to restrict high school students from entering internet café beyond 10:30 in the evening.

This study will be the basis of the Department of Education to classify students according to their level of language proficiency, so the teachers can design suitable teaching strategies and use language appropriate to their level.

## **IMPLICATIONS FOR FUTURE RESEARCH**

Since the findings of the study are limited to my student participants of Panabo National High School, the following implications for research were advanced:

The findings of this study were not generalizable beyond the 20 participants. Future research may be conducted that will include the Grade 7 up to Grade 9 students to gain a better understanding of the topic.

Second, research may be conducted focusing on the teachers' views about the less motivated students.

Lastly, research may be conducted combining the other variables to determine the gap, and will lead to better recommendations to improve the participation of students in the classroom.

## **DISSEMINATION AND ADVOCACY PLANS**

The findings of the study are beneficial to curriculum policymakers to provide appropriate programs to address the needs of these seems less-motivated learners. The impact of the policy which can be crafted from this research can make a difference to the lives of the learners.

For the researcher to gain a wider audience to inform key policy-makers in school as well as at the Division level, this research will be presented during the school research congress as well as during the division-level research congress.

This plan can be achieved by negotiating with the school principal and the Division Research Focal Person about the dissemination plan. The researcher will also join an international research congress/forum to gain a wider audience.

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