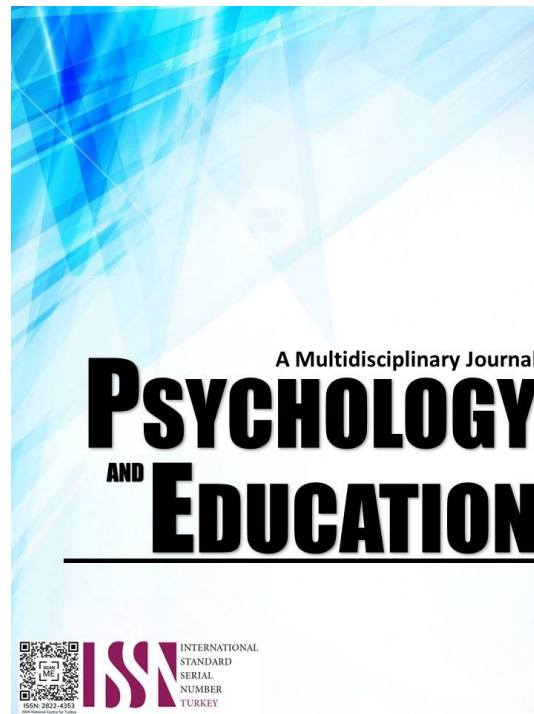


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Students' Lack of Interest, Motivation in Learning, and Classroom Participation: How to Motivate Them?

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Abstract

Motivation is one of the fundamental aspects of getting attention among learners and teachers. Throughout the decades, the presence of motivation in the classroom setting has been the backbone of the learning process. This study aimed to assess and identify the level of students' interest and motivation in learning and their active participation in classroom discussions. The results would be the basis for an action plan or intervention program on how to motivate the students' learning interests at school. The study was classroom-based research that employed a qualitative research design and was descriptive in nature. The participants consisted of pupils and teachers. A purposive sampling technique has been utilized in selecting the participants. The data were properly collected through classroom observations and interviews with the teachers and pupils. The study provides findings, ramifications, and key themes that arose from the responses of the interviewees. According to the results, teacher-participants were concerned about the lack of motivation and engagement of the learners in the classroom. For student-participants had the mindset to play around the corner of the classroom rather than listen to the teachers' lesson. Thus, teachers need to find strategies and methods that suit the learners' level. Teachers should actively engage learners and gain their attention by rewarding and appreciating them in other ways. The researchers recommended that future studies look more closely at various internal and external aspects of students' lack of motivational interests.

Keywords: *engagement, learning process, qualitative, action plan, motivational interest*

Introduction

In learning a language, motivation is a crucial concept with many facets. There are various definitions of it as a result (Dislen, 2013). In general, Williams and Burden (1997) define motivation as a state of cognitive and emotional arousal that results in a conscious decision to act and that sparks a period of continuous mental and/or physical effort in order to accomplish a previously defined objective (goals).

Participation in the classroom has always been essential to ensuring that students acquire valuable lessons and advance their skills. Students who participate can expand their knowledge, show that they comprehend the material, gain confidence, and apply theory (Susak, 2016). By presenting reasoned arguments based on the knowledge they have recalled, it enables students to think critically and engage in discussions with their classmates and teachers. These abilities will help them advance in their studies and prepare for their future careers (Garside, 1996; Rocca, 2010).

According to Rocca (2010), students who participate more actively memorize less information and focus more on higher order thinking skills like interpretation, analysis, and synthesis. Students that take part exhibit improvements in their interpersonal relationships, ability to work in a group, and ability to function in a

democratic society. Why do so many students struggle with it and why is it so challenging to encourage them to participate in class when there are so many advantages to doing so? Students struggle to participate in class because of personal characteristics, formal and informal classroom arrangements, and other variables (Weaver & Qi, 2005; Dancer & Kamvounias, 2005).

Studies indicate that students continue to be passive participants in the learning environment and, as a result, do not gain from involvement. Students are also not responding to the strategies being used, demonstrating the need for a more comprehensive solution. In order to promote student participation, important aspects related to classroom participation are not properly addressed (Susak, 2016). According to Fassinger (2000), the best classroom discussions took place in settings where all students actively participated, took notes, and listened to one another.

The variables that affect participation in the classroom have been the subject of numerous research. According to Saro et al. (2022), these variables include student preparedness for class, confidence, fear, and the size of the classroom. According to Weaver and Qi (2005), involvement can also take on several shapes, such as "para-participation," a type of participation that is started by the student. Students may choose to sit where they can be seen in the classroom, to make nonverbal gestures that indicate their agreement or

disagreement with remarks made, or they may want to have informal conversations with their professors outside of the classroom, such as over email or during office hours.

Education is a process of learning, and it may be improved by applying a range of strategies and procedures to develop engaging classes. It stands for the teachers' ultimate ideal and personal philosophy. The multiple learning domains that influence students' academic progress can also be addressed through a variety of instructional activities, especially in the new regular classrooms. In a full learning process, it examines knowledge and activity engagement. It helps and enables teachers to present material in a way that meets the academic needs of their students. In terms of their learning habits, attitudes, and actions, the many learning domains demonstrate how well children thrive academically (Saro et al., 2022).

There are some schools where research on what affects student involvement in class is not applicable. This is because different learning environments and institutions have different characteristics due to factors like size, whether they are public or private, and geographic location; as a result, it is challenging to generalize the findings to all schools and even top colleges. Additionally, in order to choose the best strategies for addressing low participation rates, it is important to consider how different educators' teaching styles and student profiles differ (Nagashibaevna, 2019).

Teaching is one of the best strategies to help learners improve their language abilities so they can communicate more effectively. In addition, the younger population in education today makes teaching more challenging. The constant thirst for knowledge drives them to seek out new methods of instruction and work harder. For pupils to speak English more fluently and to enjoy and find interest in their studies of the language, it is crucial that the teacher plan various extracurricular activities. For a lesson to be effective, a teacher needs to have a certain set of qualities. A competent teacher should: (1) respect their students; (2) arrive at class prepared and with a clear plan; (3) collaborate with students; (4) be inventive and able to convey the same concept in a variety of ways; (5) treat every child equally and fairly; (6) be approachable and not distant with his or her students; (7) enliven and make clear learning; (8) have a pleasant attitude and enthusiasm for learning in the classroom; and (9) be patient.

Based on the study of Dislen (2013), language learning

and academic teaching require time and effort. Further, most of the time learners lose their interest and willingness towards learning, particularly to actively participate in the classroom, due to negative feelings such as low self-confidence, low self-esteem, excessive anxiety, teachers' inappropriate ways of handling the class, such as how they treat their learners, and psychologically insecure classroom environments. With this, it is not impossible to make students more willing to learn at all.

Teachers, on the other hand, can foster students' interest, take sound steps on the path, and significantly increase motivation from them by making lessons more appealing to them and creating activities that suit their interests, building supportive environments, and reinforcing positive behaviors in a manner that students can appreciate. The purpose of this study was to assess and evaluate the level of students' interest and motivation in learning and their active participation in the classroom setting. The study would be the basis for an action plan or intervention program on how to motivate the students' learning interests at school. Further, the study would also determine the strategies and methods that the teachers and administrators could possibly apply to motivate the learners.

Research Questions

This study was conducted to assess and evaluate the level of students' interest and motivation in learning and their active participation in the classroom setting. The study would be the basis for an action plan or intervention program on how to motivate the students' learning interests at school. Specifically, this study was administered to answer the following research questions:

1. What are the reasons why students have a lack of interest in learning at school?
2. What are the factors that contribute to the students' lack of motivation and participation in the classroom?
3. How could teachers motivate the students towards learning in such a manner that they could participate in the classroom setting?

Literature Review

A theoretical concept called motivation is used to describe the beginning, direction, intensity, and persistence of conduct, especially behavior that is goal-directed. The idea of student motivation is used to explain how much time and effort students devote to

different activities in the classroom, whether the teacher finds them to be worthwhile (Dislen, 2013).

According to Sasson (2019), a lack of motivation is defined as having insufficient levels of desire and excitement for carrying out a task. Additionally, Shore (2017) points out that a lack of drive can be mistaken for a disregard for one's responsibilities. Everyone at Japari School (2018) has dealt with low motivation, including the kids, who are unwilling to learn as a result of finding it challenging to follow the lesson. Students become unmotivated because they do not understand what they are studying in class (Barse, 2015). According to

Greate School (2014), low confidence levels, unmet expectations in the classroom, feeling unloved or unsupported by the family, and strong pressure lead to pupils having low motivation for studying, which has a negative impact on their academic achievement. Students lose motivation for a variety of reasons, including the teacher's imprecise delivery of the lesson, his or her lack of confidence, their discontent with the lessons, and their own personal issues.

The researchers would then define academic performance and poor academic performance before delving into the lack of motivation factors that contribute to students' poor academic performance. According to Ballotpedia (2019), academic performance can be defined as a measure of achievement in which students are successful in achieving results from various academic subjects. According to Williams (2018), academic performance is frequently equated with a student's grade point average (GPA), but it may also be defined as the sum of a student's extracurricular accomplishments, test scores, test-taking prowess, and leadership potential. According to Ghanney and Aniagyei (2014), academic performance is something that students can attain when they are tested on what has been taught; academic performance in this context relies more on intellectual capacity.

Timmins (1999) advises utilizing psychology in the classroom to determine the causes of students' lack of motivation. As a result, it is crucial for teachers to consider affective elements. The degree of motivation in students is destroyed when they have low self-confidence and self-esteem, high levels of anxiety, and significant levels of inhibition. Additionally, pupils' willingness to learn is hindered by teachers' lack of support classroom conditions and negative attitudes toward their charges. Lack of teachers' encouragement, approval, and respect of their students has a

detrimental impact on their enthusiasm to learn.

As a means of involving students in their education, classroom involvement has gained importance. Generation Millennial students currently enrolled in higher education are always looking for interaction (Roehling et al., 2011). It is crucial to look at existing research in order to understand what constitutes participation as well as factors that have an impact on participation in the classroom both directly and indirectly. This is because educators are struggling to come up with the right combination of strategies to increase participation levels in the classroom.

Studies on student academic motivation and goal orientation have been carried out by numerous researchers. Particularly, researchers that focus on the dynamics of motivation in learning environments have begun to highlight the possible contributions of relationship variables (Davis, 2003; Pianta, 1999) and teacher behaviors (Skinner & Belmont, 1993) to student academic engagement. The development of competences during the transition to middle school and in the early school years is heavily influenced by teacher-student relationships. By creating a classroom environment that encourages both student motivation and learning, teachers can influence students' intellectual and socioemotional experiences. Additionally, interactions between teachers and students regulate the growth of social, emotional, and academic skills (Davis, 2006).

Self-determination theorists contend that children start to value activities that are rewarded, including both their own and those of important people in their social settings (for example, teachers and families). Students start to choose activities that are compatible with their own feelings once they internalize these values as being their own (Ryan & Deci, 2001; Koca, 2016).

Previous studies suggested that a student's motivation had the biggest influence on whether they learned. As was already established, one of the most crucial factors affecting student learning is motivation. According to Qin and Wen's findings from 2002, motivation levels play a significant role in determining whether learning a second language is successful or unsuccessful. Students who are motivated employ learning techniques more often, have a greater desire to study, and therefore set more and higher learning objectives for themselves. They are also more persistent in their learning (Koca, 2016). It is well known that children who start school or move on to the next level have several new problems, including learning how to build meaningful relationships with their peers and adults in

the classroom and how to handle the demands of a broad range of cognitive, social, and academic responsibilities. In the preschool and early school years, interactions between teachers and students are extremely important for the development of competencies (Koca, 2016).

By creating a classroom environment that encourages both student motivation and learning, teachers can influence students' intellectual and socioemotional experiences. Additionally, the interactions between teachers and students have a regulating role in the growth of social, emotional, and academic abilities. Like this, young children who like having warm and strong relationships with their teachers and receive positive assistance from them seem to exhibit social and intellectual competence at school (Davis, 2006; Saro et al., 2022).

Encouragement of pupils' self-belief in their ability to succeed is the first step in inspiring them. A student who thinks, for instance, that intelligence is a fixed quality that cannot be enhanced will not be inspired to put in a lot of effort because, after all, why try if one's potential is fixed and capped? As important as it is to impart knowledge on academic subjects, educators also have a duty to transmit the idea that intellect is a changeable trait that can be developed. Teachers who demonstrate to their students that this is true set the foundation for their motivation (Dwek, 2002). "Progressive education" is a strategy for demonstrating to learners their potential that involves giving them the ability to study for themselves. The foundation of progressive education is the idea that pupils will be more interested in class if it is democratic. It is implied that if pupils are not granted authority, they might use what little control they do have to obstruct learning and achievement through dishonesty and/or mediocrity. In accordance with progressive education, the answer is for teachers to give students a voice. This is crucial in the contemporary educational environment, which is dominated by testing and standardization. Giving kids the opportunity to ask questions, generate information, consider social issues, and further participate in critical thinking will help to develop this democratic classroom (Simmons & Page, 2010).

Methodology

This study was classroom-based research that focused on finding a solution to the motivational problem in the classroom setting. The primary goals were to determine why some students or learners were not

interested in the lesson or were not participating in classroom activities, and to find ways to increase their motivation to learn.

Research Design

This study was descriptive in nature. The students and the teachers were observed in a real classroom setting. The study employed a qualitative research design. The data were gathered from three sources and subjected to content analysis. The term "content analysis" was used to refer to a qualitative data reduction and sense-making effort that would require a volume of qualitative material. It also tries to find related core consistencies and their meanings (Creswell, 2014; Patton, 2002).

Furthermore, in the content analysis, the frequencies of occurrence of ideas were counted with a constructivist philosophical worldview. Thus, the researcher was able to gain an in-depth understanding of how students view participation in the classroom and their motivational interests in the lessons and other classroom activities initiated by the teachers. The recurring responses of different participants were greatly noted, and the data gathered from the participants was interpreted.

Research Participants

The research participants were from the elementary school in the district of San Luis. On the other hand, the study consisted of both teachers and students of San Mariano Elementary School; the school was chosen based on the criteria under which it was classified as a small school and to check the levels of students' interests and participation in the classroom setting. Also, the student participants were chosen using a purposive sampling technique since they were sampled with a purpose in mind. According to Dislen (2013), having a sampling method promotes the use of information gathered from small samples. The students were from the said school's Grade Three (3) class and consisted of only 10 randomly selected students, the teacher who facilitated the class, and a few teachers from the said school.

Research Instruments

For data collection, the study used the following research methods: observation, interview, and questionnaire. The researcher was both the observer and the interviewer during the data collection process. The involved student-participants and teacher in the classroom were greatly observed during their class

hours. The observations were carried out to investigate and identify the causes of the students' lack of motivational interest in learning during classroom discussions. In the interview procedure with the teacher who facilitated the learners, questions were asked about the causes of why the students were not interested in learning to the point of not participating in the classroom activities. Nonetheless, during the interview, the researcher inquired about possible methods and an action plan for promoting students' interests and maintaining motivation in the classroom setting. In addition, some related questions were posed to the few teachers at the school regarding their perspectives in a collaborative framework. In this manner, the interview procedure was indeed aimed at eliciting answers about how teachers deem the issue of motivation and lack of interest, particularly in classroom participation.

Additionally, the student-participants were given an open-ended questionnaire with guidance from the teacher as well as the researchers who conducted the study since they needed guidance since their minds were not enough to give answers or responses to the given questions. In this study, the open-ended questionnaire aimed at allowing the learners to express or even show their feelings and even their spontaneous thoughts freely without any hindrance or limitation. Aside from that, the involved participants were asked in a manner that they could understand the questions immediately, and as for their willingness to answer, they were asked when they felt motivated during the lesson or the discussion with their teacher. These students were given assurances that their personal information would not be used and that their responses would remain anonymous.

Research Data Gathering Procedure

The researchers secured the consent and approval of the school head of the said school. Following approval, the researchers assured the participants that their answers would be kept strictly confidential and that the findings would only be used for research purposes. Furthermore, because the participants were elementary school students, the researchers obtained the consent of the students' parents to ensure that their child is in good hands. The participants were required to set aside time to finish and complete the study in order to obtain data from the research subjects. The research endeavor was conducted in accordance with ethical considerations, guidelines, and norms. The proponents of the study looked at the concepts and ideas that emerged from the gathered data and discussed them with the involved authors in order to avoid any source

of plagiarism, which means the authors of the study honored their individual rights by properly attributing the results.

Research Data Analysis

The data gathered in this study came largely and primarily from the researchers' observations, interviews, and open-ended questionnaires from the involved student-participants. The qualitative data analysis was conducted using the iterative procedure outlined by Creswell (2014); this was reviewed many times in order to ensure the information was clearly understood for interpretation by the proponents. The process included the researchers' listening skills to all the interviews and taking some notes that could easily be recalled from the interviews in order to avoid subjectivity, misleading data, or misinterpretation of data. As a result, the researchers transcribed each interview from the students and teachers' participants word for word from the scheduled dates of the interviews in order to avoid subjectivity and ensure that all responses were accurately interpreted in a manner. Lastly, the coding procedure is based on the codes input as well as the associated passages to the codes. The data or the reports assisted the researchers in defining a set of codes that suited the main objectives. Finally, the codes were categorized into themes that were linked to the research questions of students' lack of interests, lack of motivation in learning, and classroom participation.

Results and Discussion

The study has been conducted to assess and evaluate the level of students' interest and motivation in learning and their active participation in the classroom setting. The study would be the basis for an action plan or intervention program on how to motivate the students' learning interests at school. Specifically, this study was administered to answer the following research questions: (1) What are the reasons why students have a lack of interest in learning at school? (2) What are the factors that contribute to the student's lack of motivation and participation in the classroom? (3) How could teachers motivate the students towards learning in such a manner that they could participate in the classroom setting? This section presents the findings, ramifications, and key themes that arose following a thorough analysis of the teacher and student interviewees.

Table 1. The Results of the Interview Session with the Teacher-Participants

<i>Themes from the Interview Sessions</i>	<i>Teacher-Participants Responses</i>
Limited Time: When students were motivated to learn and participate in classroom activities.	<ol style="list-style-type: none"> 1. There is a new teacher to greet, and he or she must begin his or her new lesson. 2. A short time for discussing the lesson that limits the participation of the class. 3. Impact of providing positive reinforcement during class hours. 4. It is difficult for teachers to prepare appealing materials due to time constraints. 5. Cannot provide more appealing examples that suit the subjects' lesson due to the time limit.
Cause and Reason: Lack of motivational interest in students in the classroom atmosphere.	<ol style="list-style-type: none"> 1. Due to the difficulties in concentration during class discussions, that might discourage the learners. 2. Pupils would rather play around the corner of the classroom than listen to their teachers. 3. Due to the difficulties of the lessons, learners do not have any interest in them. 4. The teacher's age problem; few teachers cannot handle small children, especially in Grade 3. 5. There is a lack of interest in learning and learners are unmotivated as a result of the teacher's use of instructional materials that are not appealing to them.
Strategies and Methods: Increase students' level of participation in the classroom setting.	<ol style="list-style-type: none"> 1. Availability of learning resources, particularly the usage of visual aids and high-tech instruction. 2. Provide a reward to the student who answered and participated in the class discussion. 3. Utilize a communicative approach in the classroom that makes pupils freely interact. 4. Utilizing body language in the classroom helps increase students' engagement. 5. Building a positive environment during classroom discussion to appeal to the needs and interests of the learners.

The first theme from the interview sessions was the limited time when students were motivated to learn and participate in the classroom. According to their responses, the teacher had limited time to teach due to the scheduled time by the other teacher that they needed to begin with their lesson as well. Also, their responses focus on the short time spent discussing the lesson, which limits the participation of the learners in the classroom. The teacher-participants in the said school agreed that the limited timeframe in-class hours would have an impact on providing positive

reinforcement to the learners. Aside from that, teachers had difficulty preparing instructional materials due to time constraints. Lastly, their responses focus on the fact that they cannot provide more appealing examples during class discussions due to the time limit. Dislen (2013) indicates that learning at school is not an easy process; it requires time and effort. Also, it was emphasized that in teaching, one needs to have cognitive, affective, and psychomotor skills to perform; these play a big role in the learning process, as well as increasing the possibility of achievement.

The second theme is the causes and reasons for the lack of motivational interest in students in the classroom atmosphere. The teacher-participant response is on due to the difficulties in concentration during class discussions that may discourage the learners from participating and being motivated. According to them, the learners would rather play around the corner of the classroom than listen to them. It implied that there was a lack of attention to the learners and how the teachers managed them. Also, their responses focused on the difficulties of the lessons and the fact that learners do not have an interest in them. The main reason as well why learners lack interest is because one of the factors is the age problem. Based on the responses of the teacher-participant during the interview session, they explained that the teacher's age problem had an impact on teaching students, particularly the learners in elementary, that they could not handle small kids and were impatient with them due to the age issue. There is a lack of interest in learning and pupils are unmotivated as a result of the teacher's use of an interesting instructional aid that is more appealing to the Grade 3 learners.

One of the studies revealed that lack of motivation was an internal factor causing poor academic performance and making students unmotivated during the discussion. Forbye, motivation greatly influences how individuals, particularly learners, pay attention to the lesson and information provided by the teachers, such that they understand and comprehend the learning material through their senses, interactions, and experiences (Borderless Charity, 2017).

Barse (2015) explained that teachers' role has greatly impacted student motivation. Nonetheless, teachers' involvement will increase students' interest in class, which will lead to motivation. However, the teacher's lack of time management during the class also caused low motivation to learn by the learners, thus affecting their motivation to learn (Carnegie Mellon University, 2019). Martin (2017) advises beginning to establish a

safe space for yourself, engaging in more enjoyable activities to increase motivation for learning, and keeping in mind initial objectives. In a similar vein, Heibutzki (2019) asserts that students' motivation and academic performance will suffer if they do not possess excellent time management skills; it is intended that students can divide their time into more important tasks first so that they do not get stuck if they are faced with numerous tasks.

Students become more ready to learn and take wise steps toward learning in a meaningful way when they cultivate good attitudes about themselves and their studies, as is clear. More effort should be put into helping children see the value and significance of language learning, even though the teacher who was watched and interviewed does a great job of creating a happy environment (Nagashibaevna, 2019).

The third theme was strategies and methods for increasing students' level of participation in the classroom setting. The teacher-participant responses focus on the availability of learning resources, particularly the usage of visual aids and high-tech instruction. Also, according to them, providing a reward to the student who answered and participated in the class discussion would increase their interest during the class discussion and help them to be motivated. Using a communicative approach in the classroom allows students to freely interact with the lesson. This approach would help the teacher interact with the students explicitly, and then the students would increase their level of interest. Their responses imply body language in the classroom, which helps increase students' engagement. Lastly, building a positive environment during classroom discussion appeals to the needs and interests of the learners.

Ballotpedia (2019) stated that academic performance could be defined as a measure of achievement in which the students succeeded in attaining results from several academic tasks and subjects. Also, it had been defined by Williams (2018) that making and formulating strategies for students' interests at school would make the students actively engage in the classroom. According to the study by Saro et al. (2022), the strategies, methods, and trends in teaching had laid the foundation of students' motivational interest, helped set expectations for the learners, and created a shared class culture where the learners took more responsibility and appreciated their class participation.

For general analysis, the themes made from the interview session from the teacher-participants, which

are "Limited Time: When students were motivated to learn and participate in classroom activities," "Cause and Reason: Lack of motivational interest in students in the classroom atmosphere," and "Strategies and Methods: Increase students' level of participation in the classroom setting," have established several concerns that need to be focused on, particularly that the affected learners are from the grade 3 level. This means that teachers need to find strategies and methods that suit the learners' level. Teachers should actively engage learners and gain their attention by rewarding and appreciating them in other ways. Thus, the lack of motivation of the students starts with the lack of motivation by the teachers in handling the class.

Lack of Student Motivation for Learning and Classroom Participation

The responses of the learner-participants were based on the understanding of the researchers when they asked the kid. The researcher noted all the responses by the learners; also, the researcher explained first to the students what the assessment was all about, though the respondents were elementary students, the researcher guided and patiently asked the students in such a manner that the students would answer based on their level of understanding, and the learner could express their answers using their preferred language, the researcher would translate their answers in English based on the answers of the participants.

Pupils 1, 4, 7, 8, and 9 mentioned that,
"I love playing around with my classmates."

Pupils 1 and 4 mentioned that,
"I do not understand what teachers try to tell us."

Pupil 3 mentioned that,
"I want my mother by my side."

Pupil 1, 2, 4, and 6 mentioned that,
"I cannot focus on the teacher's lesson since my classmates are always talking to me."

Based on the responses of the student participants, it appears that they love playing around with their classmates rather than listening to their teachers (Pupils 1, 4, 7, 8, and 9). This means that the responses of the learners-participants are the same as the responses and observations of the teachers in the class. Students would rather interact and play with their classmates than listen to their teachers. The teachers should find techniques to get the attention of their students during class time.

Pupils 1 and 4 mentioned that they do not understand what the teachers try to tell them. It implied that the

teacher should check the level of understanding of his or her students before making it a lesson or including it in the lesson. The teacher should follow the student-centered approach; this means the interaction of the students will be raised as well as their participation in the classroom.

Pupil 3 mentioned, "I want my mother by my side." This means that the students need guidance from their parents first by educating them that their second parent is their teacher. Also, the teacher would heartily explain to them that they are safe and in good hands since they are the second parent, and they will guide them as well as teach them to read, write, and be independent.

The last response was, "I cannot focus on the teacher's lesson since my classmates are always talking to me." This implied that during class time, the teacher would first provide a rule and guidelines to students, particularly at the grade 3 level, by which they would understand the importance of listening to the teacher rather than talking with their seatmates. Also, to educate the students that appreciating teachers' discussions would reflect on their performance at school as well as their ability to learn.

Mauliya (2020) recommends that helping students pay attention during class time would exercise their motivation and be beneficial to them. Teachers could greatly change the way they teach in a way that the students could understand and comprehend. Jackson (1990) suggests as well that teachers should not forget the learners' needs and interests.

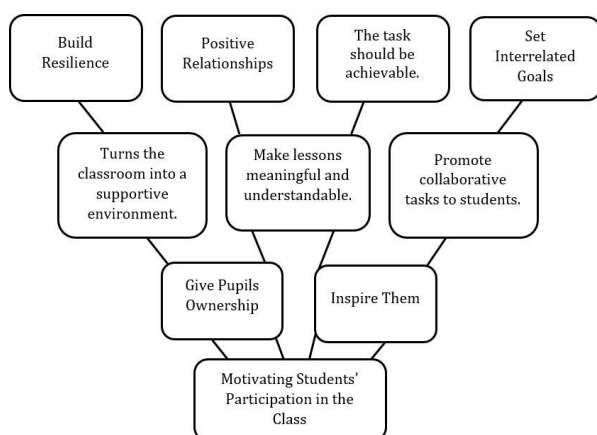


Figure 1. *Model for Motivating Students' Interest in the Classroom Setting: A Guide for Public Teachers*

Consequently, the completion of this research project

was greatly impacted and vital to teachers and students, particularly because it focused on the motivational interests of both. The teachers need to be motivated in making a catchy presentation of the lesson for the students to be motivated in listening and interacting with the teachers, and the learners need to be motivated to focus and participate in the entire class discussions. The model presented above was the model for motivating students' interest in the classroom setting by which teachers should find strategies and methods to motivate their learners. The model presented was a guide for teachers to find techniques on the current issue. Further, it will help teachers' practices as well as increase their career-long professional development by having an intervention or an action plan that could be used at school during class time by which learners have an interest in academic subjects.

Conclusion

The study has been conducted to assess and evaluate the level of students' interest and motivation in learning and their active participation in the classroom setting. The study would be the basis for an action plan or intervention program on how to motivate the students' learning interests at school. Teachers interviewed for this study were concerned about the lack of motivation and engagement of their students in the classroom. Teachers need to find strategies and methods that suit the learners' level. Teachers should actively engage learners and gain their attention by rewarding and appreciating them in other ways.

Students interviewed would rather interact and play with their classmates than listen to their teachers. Teachers should find techniques to get the attention of their students during class time. Also, to educate the students that appreciating teachers' discussions would reflect on their performance at school as well as their ability to learn. Thus, teachers could also change the way they teach in a way that the students could understand and comprehend, as well as how they are taught.

The researchers offer recommendations for other researchers based on the findings of this study. The advantage that other researchers can derive from this study is that they can understand the causes and reasons behind students' disinterest in participating in class. The findings of this study may serve as a guide for other researchers as they perform relevant research in the future. Regarding the illustration, further researchers can look more closely at various internal or

external aspects. The other researcher who conducts the same research can involve more than 10 participants or have secondary students as participants to check their motivational interest in learning. As a result, the study's findings might be both more diversified and comprehensive.

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