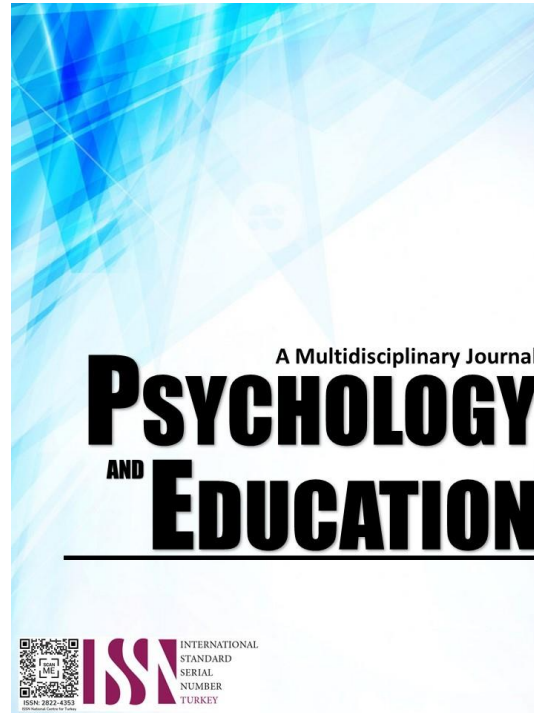


**ECOLOGICAL FACTORS IN LEARNING:  
PERSPECTIVE FOR LEARNERS' MOTIVATION  
AND DEVELOPMENT IN TLE**



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## Ecological Factors in Learning: Perspective for Learners' Motivation and Development in TLE

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### Abstract

Ecological factors in learning such as parent-teacher collaboration, classroom climate, parental involvement, community support, availability of learning materials and financial status are seen as an important factor for learner's motivation and development in TLE. Using descriptive-correlational research design, the current study determined the relationship between social and economic ecological factors on the learner's motivation and development of Grade 7 students in Plaridel Integrated National High School as measured by a 50-items questionnaire with a five-point Likert scale as the main gathering tool. The researcher employed purposive sampling, whereby one hundred seventy (170) Grade 7 students were selected as respondents. Results of the study disclosed that most of the Grade 7 students at PINHS are thirteen years old, there are 6 more female than male, a significant portion of Grade 7 students come from families with working fathers and mothers, either as employees or entrepreneurs, and have varying levels of formal education and family income. The results highlight the strong performance of many Grade 7 students at PINHS in TLE during the first quarter, which is a positive indication of their academic progress in this subject area. It was found in this study that learner's motivation, both intrinsic and extrinsic, is significantly influenced by the ecological factors of learning. These findings suggest that creating a positive and supportive learning environment can enhance the motivation of Grade 7 students in TLE. Moreover, the results also showed that while ecological factors do not significantly influence academic achievement in TLE, they play a crucial role in social and emotional development. Therefore, efforts should be made to enhance the ecological factors of learning, which will help to promote social and emotional development.

**Keywords:** *ecological factor, learner's motivation and development, TLE*

### Introduction

In the field of Technology and Livelihood Education (T.L.E.), the primary focus is on the accomplishment of performance tasks, and in this regard, the classroom environment/ecology is a crucial element in ensuring that the students can execute them with minimal stress.

Moreover, in a school environment where academic achievement and learning enthusiasm are valued, students and teachers thrive. Cultivating a culture that encourages a love of learning leads to improved academic performance. Schools are unique social spaces that provide children, who are integral to a community's future, with education, training, and opportunities for personal growth. These endeavors are supported by effective teaching strategies, suitable physical resources, and a positive psychological climate (Raccoon gang, 2018).

Furthermore, parents have a pivotal role in their offspring's comprehensive growth and learning. In addition to fulfilling their fundamental necessities and teaching them, they also foster their child's development by providing affection, attention, encouragement, and knowledge. The appropriate mentoring, they provide shapes their child's

personality until they become self-sufficient and capable of confronting their community's challenges. Correspondingly, they function as the primary and ongoing educators of a child prior to their formal education and remain a significant influence in their children's academic pursuits and beyond. Consequently, parents and the family are deemed as educational collaborators and advocates for their child's education.

It is in this contention that the researcher decided to determine the ecological factors in the relationship between social and economic ecological factors in learning on the learner's motivation and development in TLE.

### Research Questions

Generally, this study determines the relationship between ecological factors in learning and learner's motivation and development in TLE. Specifically, the study seeks answers to the following questions:

1. What is the profile of Grade 7 students of Plaridel Integrated National High School in terms of:
  - 1.1. Age;
  - 1.2. Sex;
  - 1.3. Father's Occupation;
  - 1.4. Mother's Occupation;

- 1.5. Parent's Highest Educational Attainment;
- 1.6. Family Monthly Income; and
- 1.7. First Quarter grade in TLE?
2. How do the respondents perceive their ecology of learning in terms of the following factors:
  - 2.1. Social
    - 2.1.1 Parent-teacher collaboration;
    - 2.1.2 Classroom climate;
    - 2.1.3 Parental involvement; and
    - 2.1.4 Community support?
  - 2.2. Economic
    - 2.2.1 Availability of learning materials; and
    - 2.2.2 Financial status?
3. How do the students perceive their level of motivation and development in terms of:
  - 3.1. Learner's Motivation
    - 3.1.1 Intrinsic Motivation; and
    - 3.1.2 Extrinsic Motivation?
  - 3.2. Learner's Development
    - 3.2.1 Academic achievement (First Quarter Grade in TLE of Gr. 7 learners);
    - 3.2.2 Social development; and
    - 3.2.3 Emotional development?
4. Is there a significant relationship between the ecological factors of learning and learner's motivation in TLE?
5. Is there a significant relationship between the ecological factors of learning and learner's development in TLE?

## Methodology

### Research Design

Descriptive method was used to determine the relationship between ecological factors in learning and learner's motivation and development in TLE among Grade 7 learners of Plaridel Integrated National High School. This study utilized the descriptive-correlational research design that made use of quantitative approach since the profile of the students in terms of age, sex, family monthly income, grade level, parent's highest educational attainment, parent's occupation, and first quarter grade in TLE. Specifically, the descriptive part determined the ecological factors in learning of Technology and Livelihood Education students in PINHS. The study will generally analyzed the ecological factors in learning and determined if these factors affect the learner's motivation and development in TLE subject. According to McCombes (2019) descriptive research aims to describe a

population, situation or phenomenon accurately and systematically. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. (Bhandari, 2021)

### Respondent of the Study

The respondents of this study were Grade 7 junior high school learners at Plaridel Integrated National High School for the academic year 2022-2023, a total of 170 learners. Non-probability quota was used to come up with the target sample size.

### Sampling Technique

The purposive sampling technique was used for this research as this procedure allows researcher to select only relevant people seems to be capable of giving the technical and relevant information which believed to be reliable for the study.

### Research Instrument

A self-made questionnaire was the major instrument used in gathering necessary data and information needed for the study. The researcher prepared a written questionnaire that was divided into two parts. The first part included the respondents' demographic profile, while the second part used a 5-point Likert scale to determine perception of respondents on ecological factors in learners' motivation and development in TLE. The items in the questionnaire were based on social such as parent-teacher collaboration, classroom climate, parental involvement, and community support; and economic such as availability of learning materials and financial status in facilitating TLE learning in the Blended Learning (BL). Part I of the questionnaire dealt with the profile of the respondents. Part II consisted of varied statements to evaluate the extent of perception of respondents on ecological factors in learners' motivation and development in TLE. To answer the queries raised in this study, both descriptive and inferential measures was utilized. Descriptive statistics such as frequency, mean, standard deviation, and percentages were used in the study to describe the distribution of student's demographic profiles and academic achievement as described by their quarterly grades and determine their ecology of learning in TLE class.

### Research Procedure



Prior to administering the questionnaire to the respondents, a letter of request was forwarded by the researcher to solicit the permission of the Schools Division Superintendent to administer the questionnaires to the target respondents. After approval, researchers then forwarded another letter to the principals of the selected public schools in the District of Nagcarlan. After which, researchers administered the survey to the target respondents and strict adherence to health protocols was enforced.

For ensured and faster data gathering, the researcher administered the instrument personally and assisted the respondent in explaining the items that need to be answered. The researcher provided clear instructions on how to accomplish the questionnaire specifically on how to rate themselves honestly and accurately. Thus, the sets of printed questionnaires were personally retrieved by the researcher. After gathering all the accomplished questionnaires, the data were tallied, tabulated, analyzed, and interpreted by the researcher.

**Statistical Treatment**

The data gathered was recorded, tabulated, summarized, analyzed, and interpreted based on the problems of this study. The following statistical treatments was used: Frequency counts, mean, and percentage distribution was used to treat the profile of the respondents. Weighted mean was used to determine the respondent’s responses regarding their perception on the extent of learner’s motivation and development with the identified ecological factors in learning and described using the Likert Scale. Pearson’s Correlation was used to test the significant relationship between ecological factors in learning and learner’s motivation and development in TLE among Grade 7 learners of Plaridel Integrated National High School.

**Results and Discussion**

**Profile of Grade 7 learners of Plaridel Integrated National High School**

Based on the results, Grade 7 learners of PINHS are 12, 13, 14, and 16 year old students. It can be observed that most Grade 7 learners are thirteen years old, comprising almost 55% of the total respondents. The youngest age group among the respondents is twelve years old, accounting for approximately 42% of the total respondents, while 4% of the respondents are either fourteen or sixteen years old.

There are 6 more female Grade 7 learners than male

Grade 7 learners in this study. Female Grade 7 learners represent almost 52% of the respondents and the remaining 42% are male Grade 7 learners.

Table 1. Profile of respondents in terms of age and sex

	Profile	Frequency	Percentage
Age	12	70	41.18
	13	93	54.71
	14	6	3.53
	16	1	0.59
Sex	Male	82	48.24
	Female	88	51.76
Total		170	100.0

Table 2. Profile of respondents in terms of parents’ occupation

	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Parents’ Occupation				
Employed	66	38.82	116	68.24
Self-employed	25	14.71	40	23.53
None	79	46.47	14	8.24
Total	170	100.0	170	100.0

The distribution of Grade 7 learners is based on their mother’s occupation. More than half of the mothers are either employed or self-employed, with 39% employed and 15% self-employed. It’s worth noting that there are also mothers who are unemployed or have other types of occupation. These results suggest that a significant portion of Grade 7 learners at PINHS come from families with working mothers, either as employees or entrepreneurs.

On the other hand, about 46% of the mothers do not have an occupation and they represent the highest percentage of mothers’ status of employment.

Most of the fathers are employed, and they represent the highest percentage of profile of Grade 7 learners in terms of their Father’s occupation. While 24% of them are self – employed, the remaining 8% do not have any form of occupation.



Table 3. Profile of respondents in terms of parent's highest educational attainment

Parent's educational attainment	Frequency	Percentage
Elementary Graduate	10	5.88
Elementary Undergraduate	6	3.53
High School Graduate	73	42.94
High School Undergraduate	12	7.06
College Graduate	39	22.94
College Undergraduate	19	11.18
Vocational	11	6.47
Total	170	100.0

The parents of Grade 7 learners at PINHS have varying levels of formal education. Some have completed a college degree, while others have only completed high school or a vocational course. Table 3 presents 43% of the parents have completed high school, while 23% are college graduates and 11% are college undergraduates.

Parents who are either high school undergraduates, graduates of a vocational course or an elementary graduate represent 7%, 6% and 6% of the total respondents. Almost 4% on the other hand are elementary undergraduates. It's worth noting that the remaining parents have other levels of educational attainment. Overall, there is a diverse mix of educational backgrounds among the parents of Grade 7 learners at PINHS.

Table 4. Profile of respondents in terms of monthly family income

Family income	Frequency	Percentage
below 5,000	60	35.29
5,001 – 9,000	58	34.12
9,001 – 14,000	28	16.47
14,001 – 19,000	10	5.88
above 19,000	14	8.24
Total	170	100.0

Table 4 presents the distribution of PINHS respondents based on their monthly family income. The results indicate that approximately 35% of the families of Grade 7 learners earn below 5,000 pesos per month. About 34% of families have a monthly income ranging from 5,001 to 9,000 pesos, while 16% have a monthly family income of 9,001 to 14,000 pesos.

It shows that the lowest percentage of monthly family income falls within the range of 14,001 to 19,000 pesos. These findings highlight the varying levels of

income among the families of Grade 7 learners at PINHS.

Table 5. Perception of learners in social ecological factor in terms of parent –teacher collaboration

Indicators	Mean	Std. Deviation	Verbal Interpretation
My parents communicate regularly with my teacher about academic accomplishments and achievements.	3.94	0.91	Often Observed
Both my parents and teachers show	4.14	0.92	Often Observed
My parents consistently monitor how my time is spent when answering module and/or assignments in TLE.	4.00	0.94	Often Observed
My TLE teacher provide a welcoming, respectful, inclusive, positive, supportive climate and atmosphere in the classroom for all learners.	4.53	0.66	Always Observed
Both my parents and teachers share their personal experiences to motivate me and give words of encouragement.	3.98	0.90	Often Observed
Overall	4.12	0.54	Often Observed

Table 5 presents the results of a survey conducted to determine the level of parent-teacher collaboration as perceived by respondents, particularly in the social factor of their ecology of learning. The findings indicate that, on average, there is a high level of collaboration between parents and teachers at PINHS, mean = 4.12. The statement, 'My TLE teacher provides a welcoming, respectful, inclusive, positive, supportive climate and atmosphere in the classroom for all learners,' received a mean score of 4.53 and verbally interpreted as always observed, indicating a high level of perceived collaboration. These results suggest that the parent-teacher collaboration at PINHS is an important factor in promoting a positive and supportive learning environment for Grade 7 learners.

Conversely, the statement, 'My parents communicate regularly with my teacher about academic accomplishments and achievements' received the lowest mean score of 3.94 and verbally interpreted as often observed, among the indicators of the social factor of their ecology of learning in terms of parent-teacher collaboration. These results suggest that there is room for improvement in this aspect, and it may be hindering the level of parent-teacher collaboration at PINHS. Addressing this issue could potentially lead to an even more positive and supportive learning environment for Grade 7 students.



Table 6. Perception of learners in social ecological factor in terms of classroom climate

Indicators	Mean	Std. Deviation	Verbal Interpretation
Our classroom is conducive learning environment that encourages us to enjoy the teaching and learning process.	4.41	0.75	Often Observed
Our teacher encourages us to learn at our own pace and style despite having individual differences.	4.13	0.92	Often Observed
There is a sense of community and belongingness- making us belong to a group, regardless of how different we are from each other belongingness- making us belong to a group, regardless of how different we are from each other	4.08	0.86	Often Observed
All of us enjoy learning and having fun in accomplishing performance tasks in TLE while respecting everyone around us.	4.28	0.94	Often Observed
We work together on activities and/or learning tasks collaboratively.	4.11	1.10	Often Observed
Overall	4.20	0.68	Often Observed

Table 6 presents the level of perception of Grade 7 students at Plaridel Integrated National High School regarding the social factor of their ecology of learning in terms of classroom climate.

The results above indicate that the classroom climate is good with a mean score of 4.20. This is evident in the positive responses to statements such as, 'Our classroom is a conducive learning environment that encourages us to enjoy the teaching and learning process' (mean = 4.41) and 'All of us enjoy learning and having fun in accomplishing performance tasks in TLE while respecting everyone around us' (mean = 4.28). These results suggest that the classroom environment at PINHS is supportive and enjoyable for Grade 7 students, and could potentially contribute to their academic success.

Table 7 presents the level of perception of Grade 7 students from Plaridel Integrated National High School regarding the social factor of their ecology of learning in terms of parental involvement. The results indicate that respondents generally agree that the social factor of their ecology of learning is good due to high parental involvement, with a mean score of 3.73. Specifically, the statements "My parents inspect whether my output/assignment is finished and submitted all the projects and activities needed" (Mean = 3.97) and "My parents participate quarterly in parent-teacher meetings/conferences in school" (Mean = 3.84) received high mean scores.

However, the statement "My parents review my answer to activities that need to be accomplished within the week and comment on my work" (Mean = 3.54) received the lowest mean response, suggesting weak parental support in this area. Overall, the

results suggest that parental involvement is an important factor in the social ecology of learning for Grade 7 students at PINHS.

Table 7. Perception of learners in social ecological factor in terms of parental involvement

Indicators	Mean	Std. Deviation	Verbal Interpretation
My parents participate quarterly in parent-teacher meetings/conferences in school.	3.84	1.29	Often Observed
My parents inspect whether my output/ assignment finished and submitted all the projects and activities needed.	3.97	0.91	Often Observed
My parents browse my works to check if I have completed the activities or practice exercises in the module.	3.61	1.19	Often Observed
My parents review my answer to activities needs to accomplish within the week and comment on my work.	3.54	1.00	Often Observed
My parents contact the school and communicate with my teachers about my progress at home and school.	3.68	1.21	Often Observed
Overall	3.73	0.76	Often Observed

The results presented in Table 8 shed light on the level of perception of Grade 7 students at Plaridel Integrated National High School regarding the social factor of their ecology of learning, specifically in terms of community support. The findings suggest a high level of social factor in the ecology of learning, with a mean score of 4.07. This can be attributed to several factors, including the use of a variety of communication strategies to share information and monitor academic performance (mean = 4.11), the establishment of a strong network of communication among stakeholders such as parents for support at home (mean = 4.09), and the use of mechanisms for listening to and responding to concerns across home and school (mean = 4.08).



Table 8. Perception of learners in social ecological factor in terms of community support

Indicators	Mean	Std. Deviation	Verbal Interpretation
Establish a strong network of communication among stakeholders such as parents for support at home.	4.09	0.77	Often Observed
Use of parent and teacher input to promote positive outcomes in accomplishing task in TLE.	4.03	0.79	Often Observed
Use a variety of communication strategies to share information and/or monitor my academic performance.	4.11	0.75	Often Observed
Use of mechanisms for listening to and responding to concerns across home and school.	4.08	0.78	Often Observed
Planning together and making decisions that address parents', teachers', and students' needs.	4.07	0.90	Often Observed
Overall	4.07	0.56	Often Observed

Overall, the results demonstrate the importance of community support in fostering a positive learning environment for Grade 7 students at PINHS.

Table 9. Perception of learners in economic ecological factor in terms of availability of learning materials

Indicators	Mean	Std. Deviation	Verbal Interpretation
There is an adequate number of books/ published or printed instructional resources like modules and/or learner's activity sheets (LAS) as a tool for learning TLE subjects.	4.22	0.82	Often Observed
There is available instructional materials, localized products, and equipment as supplementary tool in accomplishing performance task in TLE.	4.24	0.80	Often Observed
There is adequate number of unit of tools, equipment and machines used in teaching TLE subjects in relation to the number of students enrolled.	3.96	0.85	Often Observed
There is enough classroom and space utilized for placements of instructional tools, machines, and equipment.	3.98	0.88	Often Observed
Students do not have to buy materials and tools as there are readily available.	3.59	1.08	Often Observed
Overall	4.00	0.63	Often Observed

Table 9 presents the Level of Perception of Grade 7 students of Plaridel Integrated National High School in the economic factor of their ecology of learning, particularly in terms of the availability of learning materials. The results reveal a very strong support to this factor, with a mean of 4.00. Two statements, "There are available instructional materials, localized products, and equipment as supplementary tools in accomplishing performance tasks in TLE" (mean = 4.24) and "There is an adequate number of books/published or printed instructional resources like modules and/or learner's activity sheets (LAS) as a tool for learning TLE subjects" (mean = 4.22), received the highest mean response.

However, the statement "Students do not have to buy materials and tools as there are readily available" (mean = 3.59) received the lowest mean response. This suggests that while there are available learning materials, not all students may have access to them due to financial constraints. Nonetheless, overall, the results imply that there is a high availability of learning materials for TLE subjects in PINHS.

Table 10. Perception of learners in economic ecological factor in terms of financial status

Indicators	Mean	Std. Deviation	Verbal Interpretation
Use of localized products, materials, and equipment available at home as supplementary tool in accomplishing performance task.	4.11	0.82	Often Observed
Availability of phones, laptops, and tablets or any devices aids in learning.	4.01	1.04	Often Observed
Having stable internet access and mobile data intended for blended learning education.	4.07	0.95	Often Observed
My parents support me financially in my studies.	4.27	0.93	Often Observed
My parents purchase supplies for class in TLE.	4.14	0.90	Often Observed
Overall	4.12	0.63	Often Observed

Table 10 presents the Level of Perception of Grade 7 students of Plaridel Integrated National High School in the economic factor of their ecology of learning with regard to their financial status. The results suggest that the Grade 7 students have a good economic status that positively contributes to their overall learning experience in TLE. They receive financial support from their parents for their studies (Mean = 4.27), their parents purchase supplies for their TLE class (mean = 4.14), and they use localized products, materials, and



equipment available at home as supplementary tools to accomplish performance tasks (mean = 4.11).

However, the statement "Availability of phones, laptops, and tablets or any devices aids in learning" (mean = 4.01) received the lowest mean response. This suggests that phones, laptops, tablets, or any devices are not readily available for students, or they do not have access to these devices. This may indicate a potential challenge for students who rely on technology for learning, and the school or community may need to find ways to address this gap.

Table 11. *Level of learners' motivation in terms of intrinsic*

Indicators	Mean	Std. Deviation	Verbal Interpretation
Show genuine interest to be creative and to learn new skills in TLE.	4.36	0.78	Often Observed
Read and research widely on different topics.	4.15	0.77	Often Observed
Concentrate in my academic work and participate in classroom discussions.	4.07	1.02	Often Observed
Pay attention to my teachers to understand what is being taught.	4.05	0.99	Often Observed
Take time to gather information on topics so that I can master them.	4.05	0.93	Often Observed
Overall	4.14	0.67	Often Observed

Table 11 displays the Level of Perception of Grade 7 students of Plaridel Integrated National High School in terms of their intrinsic motivation and development. The mean score of 4.14 indicates a high level of intrinsic motivation among the students. This is supported by the high mean score of the statement, 'Show genuine interest to be creative and to learn new skills in TLE,' with a mean score of 4.36. Additionally, the statement 'Read and research widely on different topics' also received a high mean score of 4.15, indicating a positive attitude towards self-directed learning.

On the other hand, the statements 'Take time to gather information on topics so that I can master them' and 'Pay attention to my teachers to understand what is being taught' both received a mean score of 4.05. These scores suggest a partial motivation among the students in these aspects, indicating room for improvement in their study habits and engagement in class.

Table 12. *Level of learners' motivation in terms of extrinsic*

Indicators	Mean	Std. Deviation	Verbal Interpretation
I get honor and praise from teachers for passing in my studies/ exams.	3.79	1.07	Often Observed
I try to work hard in studies because of the challenges it brings.	4.34	0.71	Often Observed
I like the social relationship and involvement in class discussion.	4.15	0.83	Often Observed
I get honor and praise from family for passing in my studies/exams.	3.85	1.09	Often Observed
Have fun with peers while learning collaboratively.	4.13	0.87	Often Observed
Overall	4.05	0.65	Often Observed

Table 12 presents the Level of Perception of Grade 7 students of Plaridel Integrated National High School in their motivation and development with respect to extrinsic motivation. The results suggest that the Grade 7 students have a high level of extrinsic motivation, with a mean score of 4.05. The students' motivation is driven by the challenges that studying brings, as indicated by the high mean score of 4.34 for the statement "I try to work hard in studies because of the challenges it brings". They also enjoy social interaction and involvement in class discussions, with a mean score of 4.15 for the statement "I like the social relationship and involvement in class discussions". Furthermore, the students find learning collaboratively with their peers to be fun, as indicated by the mean score of 4.13 for the statement "I had fun with my peers while learning collaboratively".

However, the statement "I get honor and praise from teachers for passing in my studies/exams" received the lowest mean response of 3.79. This suggests that while extrinsic motivation is generally high among the Grade 7 students, receiving honor and praise from teachers may not be the most effective means of motivating them to excel in their studies.

Table 13. *Level of students' development in terms of academic achievement (1<sup>st</sup> Quarter grade in TLE*

Grade (1st Quarter in TLE)	Level of Performance	Frequency	Percentage
90 and above	Excellent	46	27.06
85-89	Very Good	84	49.41
80-84	Good	27	15.88
75-79	Fair	13	7.65
Total		170	100



Table 13 presents an overview of the academic performance of Grade 7 students at Plaridel Integrated National High School (PINHS) in Technology and Livelihood Education (TLE) during the first quarter of the academic year, as indicated by their grades. The data reveals that a significant proportion of the respondents, specifically 84 out of 170 students, achieved a very good level of performance. Moreover, 46 students, constituting approximately 27% of the total respondents, earned an excellent grade in the same subject. These findings suggest that many Grade 7 students at PINHS exhibited a strong performance in TLE during the first quarter, which is a positive indication of their academic progress in this subject area.

Table 14. *Level of learners' social development*

<i>Indicators</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Verbal Interpretation</i>
I participate and work harmoniously with my classmates.	4.14	0.92	Often Observed
I listen and pay attention to my classmate's perspective and/or idea.	4.17	0.93	Often Observed
I like to share information with my classmates to construct understandings.	4.01	0.93	Often Observed
I value the skills and knowledge of my classmates by asking for ideas and opinions.	4.11	0.85	Often Observed
I show empathy and respect my classmates.	4.25	0.96	Often Observed
Overall	4.14	0.66	Often Observed

Table 14 presents the Level of Perception of Grade 7 students of Plaridel Integrated National High School in their social development. The results reveal that students perceive their social development positively, with a mean score of 4.14. This level is reflected in the highest mean scores obtained for the statements 'I show empathy and respect for my classmates' (mean = 4.25), 'I listen and pay attention to my classmates' perspective and/or ideas' (mean = 4.17), and 'I participate and work harmoniously with my classmates' (mean = 4.14). These findings suggest that Grade 7 students at Plaridel Integrated National High School are developing good social skills. However, the statement 'I like to share information with my classmates to construct understandings' received a lower mean score (mean = 4.01), indicating that there may be room for improvement in this aspect of social development.

Table 15. *Level of learners' emotional development*

<i>Indicators</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Verbal Interpretation</i>
I am interested in what I am learning in our TLE class.	4.54	0.73	Always Observed
I am motivated to exert my best effort when accomplishing my written and performance tasks in TLE.	4.34	0.81	Often Observed
I enjoy working with my classmates during our activity in TLE.	4.48	0.72	Often Observed
I participated actively during our discussion and group activity in TLE.	4.11	0.81	Often Observed
I get excited and enjoy the learning materials (modules and PowerPoint presentations) we deal in TLE.	4.19	0.84	Often Observed
Overall	4.33	0.59	Often Observed

Table 15 presents the Level of Perception of Grade 7 students at Plaridel Integrated National High School regarding their emotional development. The results indicate that students have a high level of emotional development, with a mean score of 4.33. This finding is strongly supported by the responses to the statements 'I am interested in what I am learning in our TLE class.' (mean = 4.54), 'I enjoy working with my classmates during our activity in TLE' (mean = 4.48), and 'I am motivated to exert my best effort when accomplishing my written and performance tasks in TLE' (mean = 4.34). These results suggest that students are highly motivated and enjoy their learning experiences.

However, the statement "I participated actively during our discussion and group activity in TLE" received the lowest mean response with a mean of 4.11 and a standard deviation of 0.81. This suggests that there is room for improvement in terms of encouraging active participation in group activities during TLE classes among the Grade 7 students at Plaridel Integrated National High School.



Table 16. Relationship between the ecological factors of learning and learner’s motivation in TLE

Ecological Factors:	Learner’s Motivation		
	intrinsic motivation	extrinsic motivation	
Social	parent-teacher collaboration	.502**	.395**
	classroom climate	.621**	.232**
	parental involvement	.466**	.245**
	community support	.513**	.489**
Economic	availability of learning material	.425**	.426**
	financial status	.541**	.400**

Table 16 displays the results of the study examining the relationship between ecological factors of learning and learner's motivation in TLE. The results demonstrate a significant positive correlation between ecological factors of learning and learner's motivation, both intrinsic and extrinsic. The strength of the relationship between ecological factors and intrinsic motivation ranges from moderate to strong, whereas the relationship between ecological factors and extrinsic motivation is relatively weak to moderate.

Specifically, the data suggests that an increase in the level of parent-teacher collaboration ( $r = .502$ ), classroom climate ( $r = .621$ ), parental involvement ( $r = .466$ ), community support ( $r = .513$ ), availability of learning materials ( $r = .425$ ), and financial status ( $r = .541$ ) will result in an increase in the level of intrinsic motivation of Grade 7 students.

Likewise, any improvement in the level of parent-teacher collaboration ( $r = .395$ ), classroom climate ( $r = .232$ ), parental involvement ( $r = .245$ ), community support ( $r = .489$ ), availability of learning materials ( $r = .426$ ), and financial status ( $r = .400$ ) will also result in an increase in the level of extrinsic motivation of Grade 7 students. These findings suggest that creating a positive and supportive learning environment can enhance the motivation of Grade 7 students in TLE.

Motivation types also affects on the performance of the students. Intrinsic and extrinsic motivation affects on the achievements and goals of the students performance. According to Husman and Lens (1999), highly intrinsically motivated students can simultaneously be extrinsic in terms of future goal orientations. Furthermore, students who are intrinsically motivated persist longer, conquer more challenges, and demonstrate accomplishments in their academic endeavors than those who are extrinsically motivated (Pintrich & Garcia, 1991). Extrinsically

motivated students tend to focus on earning higher grades, obtaining rewards and acceptance from peers. Researchers, for example, Biehler & Snowman, (1990) believe that extrinsic motivational factors diminish students' intrinsic motivation. Students' extrinsic motivational factors combined with positive future goals can facilitate their present value and intrinsic motivation (Van Calster, Lens, & Nuttin, 1987).

In addition, the findings of the study illustrate that motivation improves academic performance of the students. These findings suggests that when teachers are caring and supportive and emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, & McCombs, 2001).

Table 17. Relationship between the ecological factors of learning and learner’s development in TLE

Ecological Factors:	Learner’s Development			
	academic achievement (First Quarter grade in TLE)	social development	emotional development	
Social	parent-teacher collaboration	-.085	.428**	.400**
	classroom climate	-.059	.605**	.600**
	parental involvement	.056	.402**	.402**
	community support	-.008	.391**	.362**
Economic	availability of learning material	.117	.375**	.413**
	financial status	.017	.565**	.579**

Table 17 presents the results of the test of the significant relationship between ecological factors of learning and learner's development in TLE. The data indicates that the relationship between ecological factors and academic achievement (First Quarter grade in TLE) is not significant, suggesting that changes in the level of ecological factors are not associated with the academic achievement of Grade 7 students. However, there is a significant positive correlation between ecological factors and social development, indicating that an increase in the level of parent-teacher collaboration ( $r = .391$ ), classroom climate ( $r = .605$ ), parental involvement ( $r = .402$ ), community support ( $r = .362$ ), availability of learning materials ( $r = .375$ ), and financial status ( $r = 0.565$ ) will also result in an increase in the level of social development of Grade 7 learners.

Furthermore, the data also shows a significant positive correlation between ecological factors of learning and

emotional development, indicating that an increase in the level of parent-teacher collaboration ( $r = .400$ ), classroom climate ( $r = .600$ ), parental involvement ( $r = .402$ ), community support ( $r = .362$ ), availability of learning materials ( $r = .413$ ), and financial status ( $r = 0.579$ ) will also result in an increase in the level of emotional development of Grade 7 learners.

The results suggest that while ecological factors do not significantly influence academic achievement in TLE, they play a crucial role in the social and emotional development of Grade 7 students. Therefore, efforts should be made to enhance the ecological factors of learning, which will help to promote the social and emotional development of Grade 7 learners.

## Conclusion

Based on the findings, the following conclusion were drawn: (1) The results demonstrate a significant positive correlation between ecological factors of learning and learners' motivation, both intrinsic and extrinsic. Since the p-values were all greater than 0.05, a decision "fail to reject the null hypothesis" was made. This implies no substantial correlation between the ecological factors of learning and learners' motivation. Hence, it can be concluded that learners' motivation is not dependent on ecological factors of learning.

Thus, the strength of the relationship between ecological factors and intrinsic motivation ranges from moderate to strong, whereas the relationship between ecological factors and extrinsic motivation is relatively weak to moderate.

Specifically, the data suggests that an increase in the level of parent-teacher collaboration, classroom climate, parental involvement, community support, availability of learning materials, and financial status will result in an increase in the level of intrinsic motivation of Grade 7 students. (2) Since it was found out that ecological factors as to social and economic have significant relationship to social and emotional development but not significant to achievement. This implies no substantial correlation between ecological factors of learning and learners' development. Hence, it can be concluded that learners' development both social and emotional is not dependent on ecological factors of learning. On the other hand, since there is no substantial evidence proving that the ecological factors are related to academic achievement. Thus, it can be said that academic achievement of learners' is not dependent on the ecological factors.

In view of the finding and conclusions, the researcher

offers the following recommendations: (1) The findings support the significance of motivation to academic performance. The results have implications for the Junior High School teachers that they may try as much as they can to motivate their students during instructions. (2) The parents as well as the government may engage in programs that can motivate the students to improve their academic performance. It is therefore, hoped that these findings will serve as resource materials for teachers, learners, parent, counselors, and significant others who are concerned with the academic progress of the students. (3) This study, then, implicates the need for parents' strong involvement in the students' learning. Hence, the school may initiate awareness campaigns that strengthen parental involvement in supporting students' education, pandemic or not. (4) Since this study involved only Grade 7 students, it is recommended to conduct research involving students of other grade levels to identify their perception on ecological factors in facilitating TLE learning tasks, which will serve as the basis for policy formulation.

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