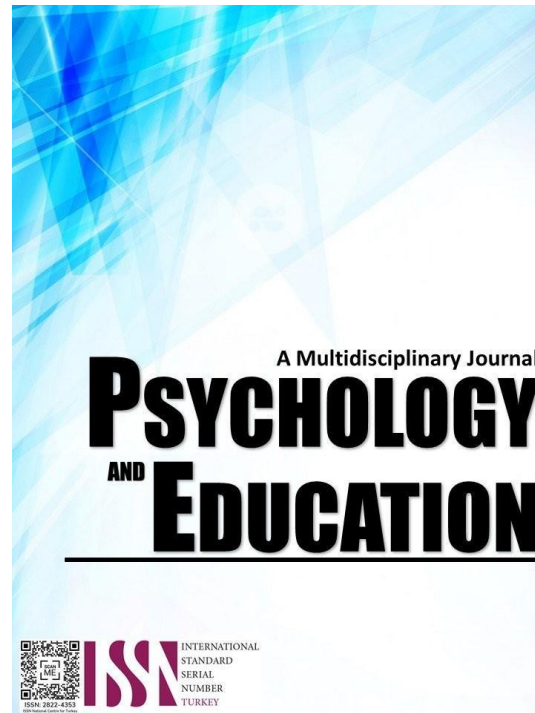# STUDENTS INTRINSIC AND EXTRINSIC MOTIVATION IN SPEAKING ENGLISH LANGUAGE IN A PRIVATE HEI IN GUMACA, QUEZON

Students Intrinsic and Extrinsic Motivation in Speaking English Language in a Private Hei in Gumaca, Quezon

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Abstract

This study examined the factors motivating college students at Eastern Quezon College to speak English. Intrinsic motivators included personal interest, language goals, and self-confidence. Extrinsic factors included teacher encouragement, classroom environment, and cultural influence. The study also investigated the link between motivation and English proficiency. Findings showed students were intrinsically motivated by personal growth and engagement with English cultures and media. Extrinsic factors, particularly supportive teachers and positive learning environments, significantly impacted motivation. Teacher encouragement emerged as the strongest extrinsic motivator. While cultural pressure played a role, the desire for global connection was stronger. No significant relationship was found between intrinsic motivation and demographics (age, sex, year level, program). However, extrinsic motivation, especially from supportive classrooms, weakly correlated with age and year level, suggesting older students may respond better. Teacher encouragement also weakly correlated with program choice. This study highlights the importance of fostering positive learning environments to cultivate intrinsic motivation for speaking English. Educators can leverage extrinsic factors to achieve this. Further research is needed to explore other demographic influences on motivation.

Keywords: *english speaking motivation, intrinsic motivation, personal interest language proficiency goals, extrinsic motivation, cultural influence, english proficiency*

Introduction

The historical contexts of the impact of improving English proficiency to the educational system in the Philippines, on the locality of Quezon province, are widely endorsed. Schools from the primary level all the way to university use English as the primary language of instruction. In addition to that, all documents issued by the Philippines government are in English as the official language. In the context of the municipality of Gumaca, Quezon, which is home to Eastern Quezon College, we are witnessing the realization of the value of the ability to communicate in English as a minimum requirement for employment and career progression. However, the researcher observed that students at Eastern Quezon College continue to struggle with their English skills. The significance of this event is problematic, particularly in Gumaca, Quezon, where the local culture and education have promoted the Filipino language over English, resulting to the perception that the latter is less important for this town.

Competence encompasses confidence and fluency in English, allowing for improvement in professional, personal, and academic areas. Learning English can be challenging, but motivation is vital to overcoming them. Effective English speakers are motivated by more than merely passing exams; they also value mastery (Lee, 2021). Extrinsic incentive, such as grades, social recognition, or meeting others' expectations, can significantly affect students' desire to enhance their English-speaking skills (Garcia, 2023).

The primary objective of this research is to analyze the internal and external factors that impact Eastern Quezon College students, a private HEI in the Philippines, to attain English proficiency. By unveiling the complex nature of motivation in this case, we can identify factors that attract students to English learning that could enhance quality in English language teaching and learning and help students become proficient speakers.

Research Questions

This study aimed to determine intrinsic and extrinsic motivation of college students when it comes to speaking English language at Eastern Quezon College Inc. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents according to:
   1.1. age;
   1.2. sex;
   1.3. year level; and
   1.4. program?
2. What are the intrinsic motivators that positively impact students' willingness to speak English in terms of:
   2.1. personal interest;
   2.2. language proficiency; and
   2.3. self-confidence?
3. What are the extrinsic motivators that affect students' motivation to speak English in terms of:
   3.1. teacher encouragement;

3.2. classroom environment; and

3.3. cultural and societal factors?

4. Is there a significant relationship between students' intrinsic and extrinsic motivation in speaking the English language when they are grouped according to profile?

Methodology

Research Design

At a private college in Gumaca, Quezon, this study employed a descriptive correlational approach to examine the intrinsic and extrinsic motivation of students to speak the English language. A descriptive correlational approach is a research methodology that is designed to elucidate and comprehend the relationships between two or more variables without establishing cause-and-effect relationships (Babbie, E. R. 2016).

Respondents

The researcher selected sixty (60) college education students enrolled in Eastern Quezon College Inc. during the academic year 2023-2024. Proportionate sampling was used to ensure the sample reflected the distribution of students across different subgroups (strata) within the college education program. Proportionate sampling is a sampling strategy (a method for gathering participants for a study) used when the population is composed of several subgroups that are vastly different in number. The number of participants from each subgroup is determined by their number relative to the entire population.

Instrument

The researcher gathered data by distributing a face-to-face survey-questionnaire to the respondents. This questionnaire was divided into two parts. The first part captured the demographic profile of the respondents. The second part aimed to test the students' intrinsic and extrinsic motivation in speaking English. The questionnaire was validated by experts in the field of research.

Procedure

Target populations were the college of education students of Eastern Quezon College Inc. The descriptive research method using likert scale was used in order to rate the intrinsic and extrinsic motivators that positively impact students' willingness to speak English. Data were gathered through "proportionate sampling" both male and female students of Eastern Quezon Colleg Inc. were selected to fill the questionnaire.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student response was given enough time to answer the questions. After data gathering, the researcher collected it for tallying the scores and to apply the statistical treatment to be used in the study. Prior to the conduct of the study, the researcher sent a letter to the Dean of College of Education of the school. Upon approval, the researcher administered the instrument to the target respondents.

Data Analysis

In this study, the researcher employed statistical measures to analyze the collected data. All data were carefully read and examined before being tallied and entered into a master list on the data collection sheet. The researcher utilized percentage and frequency to interpret the profile of the respondents. These tools helped quantify how often specific responses occurred and determine their proportion relative to the total number of respondents. To describe the responses to each item in the indicators, the researcher used the weighted mean. This statistical method allowed for the computation of average scores that reflected the overall tendency of the respondents' answers based on a numerical scale.

To determine the intrinsic and extrinsic motivation of college students and their level of proficiency in speaking the English language at Eastern Quezon College, Inc., the researcher employed a five-point Likert scale. The verbal descriptions associated with each weighted point were as follows: Strongly Agree (5), Agree (4), Moderately Agree (3), Disagree (2), and Strongly Disagree (1).

For the analysis of the relationship between variables, the researcher used both Spearman rho correlation and Pearson r correlation through SPSS (Statistical Package for the Social Sciences). These statistical tools were used to measure the significant relationship between intrinsic factors (such as personal interest, language proficiency, and self-confidence) and extrinsic factors (including teacher encouragement, classroom environment, and cultural and societal influences) in relation to students' proficiency in speaking the English language, particularly when grouped according to their profile.

Results and Discussion

This chapter displays the presentation, analysis and interpretation of the gathered data from the respondents. The data were presented in tabular form followed by its descriptive analysis. The interpretation of data was also provided to elaborate the data from the table.

Table 1. *Frequency and Percentage Distribution according to Age of Respondents*

Age	Frequency	Percentage (%)	Rank
17-18	9	15	4
19-20	16	26	2
21-22	21	35	1
23 above	14	23	3
Total	60	100	

Table 1 presents the age distribution of the respondents. Age bracket 21-22 has the highest frequency of 21. This is the bracket that received the highest rank with 35%. On the other hand, the age bracket 17-18 got the lowest rank with the frequency of 9 or 15%. The results show that most of the respondents are in young adulthood stage.

According to Corpus, J. H., & Liu, Z. (2022), whereas older students may be more driven by intrinsic goals like personal satisfaction and long-term career objectives, social factors and immediate rewards could be more motivating in those young adults. Their motivation is much influenced by contextual elements including the support systems and the learning environment.

Table 2. *Frequency and Percentage Distribution according to the Sex of the Respondents.*

Sex	Percentage (%)	Rank
Male	38	2
Female	62	1
Total	100	

Table 2 portrays that female respondents have the highest frequency of 38 with the percentage of 62% compared to the frequency of the male respondents 23 with the lowest frequency of 38%. This indicates that female students are commendable in their persistence in sharing their opinions about their experiences and motivation in speaking the English language.

As cited by Cooper et al. (2018) study have found that females appear to display lower levels of external control, but higher levels of internal control than males. The females are more intrinsically motivated and less extrinsically motivated (Vallerand & Bisonnette, 2015).

Table 3. *Frequency and Percentage Distribution according to the Year level of the Respondents*

Year Level	Frequency	Percentage (%)	Rank
1st Year	15	25	2.5
2nd year	15	25	2.5
3rd year	15	25	2.5
4th year	15	25	2.5
Total	60	100	

Table 3 displays the frequency and percentage distribution along the year level of the respondents. It can be viewed from the table that there was an equal distribution which is 15 students each year levels which were randomly selected by the researcher.

Guarnes and Espinosa (2020) thoroughly investigated the motivations of Filipino college students at various year levels for the attainment of English language proficiency. In short, first-year students, unlike their seniors, tend to be instrumentally motivated in their study of English, seeing it as a means of their own identity and a way to relate to the external world. However, as they progressed in their studies, college work became more demanding for them, while their reasons for the necessity of English changed. Thus, their enthusiasm toward the learning of English lessened.

Table 4. *Frequency and Percentage Distribution according to the Program of the Respondents*

Program	Frequency	Percentage (%)	Rank
Bachelor of Elementary Education	30	50%	1
Bachelor of Secondary Education	30	50%	2
Total	60	100	

Table 4 displays the frequency and percentage distribution along the program of the respondents. It can be viewed from the table that there was an equal distribution which is 30 students each program which were randomly selected by the researcher.

Lasala (2017) examined the relation between language-learning strategies and grammatical competence among students of Bachelor

of Secondary Education (BSED) and Bachelor of Elementary Education (BEED). In this study, it was shown that both groups used different strategies that had motivating forces upon them and different learning outcomes. However, the BSED students displayed more motivation in learning the English language due to their specialization.

Table 5. *Average Weighted Mean Distribution of the Respondents on the Students Intrinsic Motivation in Speaking English Language in terms of Personal Interest*

Indicators	Mean	Verbal Description
1. I enjoy speaking English because it allows me to express myself creatively.	3.91	Agree
2. I am motivated to speak English because it helps me learn about different cultures.	3.93	Agree
3. I find speaking English to be a challenging but rewarding experience.	4.16	Agree
4. I find it satisfying to learn new vocabulary and grammar rules in English.	4.13	Agree
5.I am passionate about exploring different English-speaking cultures through literature, movies, and music.	4.41	Strongly Agree
Average Mean	4.11	Agree

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 5 portrays the students' intrinsic motivation in speaking English language when it comes to personal interest. The respondents answered the statements based on their experience. The result shows that indicator 5 has the highest weighted mean of 4.41 which states that "I am passionate about exploring different English-speaking cultures through literature, movies, and music.", while indicator number 1 implies "I enjoy speaking English because it allows me to express myself creatively." as the lowest rank with the weighted mean of 3.91 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of personal interest is Agree with the average weighted mean of 4.11. According to Lee and Kim (2021), students are very keen to explore different cultures in the English-speaking world through literature, films, and music. Students also love expressing themselves creatively in English. However, it can be concluded that personal interests and intrinsic motivation are closely interdependent forces in learning languages.

Table 6. *Average Weighted Mean Distribution of the Respondents on the Students Intrinsic Motivation in Speaking English Language in terms of Language Proficiency*

Indicators	Mean	Verbal Description
1. I believe that my English speaking skills are improving over time.	3.92	Agree
2. I feel comfortable using English to communicate with native speakers.	3.82	Agree
3. I am confident in my ability to express myself clearly and accurately in English.	3.77	Agree
4. I am able to express my opinions and ideas effectively in English discussions and debates.	3.85	Agree
5. I can use English to write clearly and concisely on a variety of topics.	4.22	Strongly Agree
Average Mean	3.91	Agree

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 6 shows the students intrinsic motivation in speaking English language when it comes to language proficiency. The result shows that indicator 5 has the highest weighted mean of 4.21 which states that "I can use English to write clearly and concisely on a variety of topics.", while indicator number 2 implies "I feel comfortable using English to communicate with native speakers." as the lowest rank with the weighted mean of 3.6 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of language proficiency is Agree with the average weighted mean of 3.86.

Garcia and Nguyen (2020) found that pupils' natural drive toward mastery in the English language differed. While communicating with native speakers, participants had a modest degree of desire; they demonstrated great amounts of drive in clearly and succinctly writing on various issues. These results indicate the requirement of treatments meant to raise intrinsic motivation in certain spheres of language competency.

Table 7. *Average Weighted Mean Distribution of the Respondents on the Students Intrinsic Motivation in Speaking English Language in terms of Self Confidence*

Indicators	Mean	Verbal Description
1. I am not afraid to make mistakes when speaking English.	3.97	Agree
2. I am willing to take risks and try new things in English conversations.	3.93	Agree
3. I believe that I can overcome any challenges I face in speaking English.	4.18	Agree
4. I am proud of my progress in speaking English and eager to continue improving.	4.43	Strongly Agree
5. I am not afraid to speak English in front of large groups of people.	3.77	Agree
Average Mean	4.06	Agree

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 7 shows the students intrinsic motivation in speaking English language when it comes to self-confidence. The result shows that indicator 4 has the highest weighted mean of 4.43 which states that "I am proud of my progress in speaking English and eager to continue improving.", while indicator number 5 implies "I am not afraid to speak English in front of large groups of people." as the lowest rank with the weighted mean of 3.76 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of self-confidence is Agree with the average weighted mean of 4.05. Basically, the study by Liboon

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Jr. and Rodriguez (2017) examined the effect of intrinsic motivation, specifically self-confidence, on English speaking learning. Their investigation established that the higher the self-confidence, the more motivated and proficient the students will be in speaking English. This means that self-belief is central to the whole issue of language acquisition, and if students do believe that they stand a chance, they are more likely to be motivated and successful at improving their speaking skills. Therefore, the study also suggested that self-confidence will have to be enhanced to foster intrinsic motivation and, hence, better achievement in learning the language.

Table 8. *Average Weighted Mean Distribution of the Respondents on the Students Extrinsic Motivation in Speaking English Language in terms of Teacher Encouragement*

Indicators	Mean	Verbal Description
1. My English teachers encourage me to speak English in class.	3.97	Agree
2. My English teachers provide me with feedback that helps me improve my speaking skills	3.92	Agree
3. My English teachers create a supportive and encouraging environment for speaking English.	4.10	Agree
4. My English teachers provide me with opportunities to practice speaking English in class.	3.73	Agree
5. My English teachers encourage me to speak English in class.	3.93	Agree
Average Mean	3.93	Agree

Legend: *Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).*

Table 8 shows the students extrinsic motivation in speaking English language when it comes of teacher encouragement. The result shows that indicator 3 has the highest weighted mean of 4.41 which states that "English teachers create a supportive and encouraging environment for speaking English.", while indicator number 4 implies "English teachers provide me with opportunities to practice speaking English in class." as the lowest rank with the weighted mean of 3.73 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of teacher encouragement is Agree with the average weighted mean of 4.02. As cited by Dörnyei, Z. (2013), discussed Extrinsic motivation as driven by external factors, such as grades, approval from teachers or peers, or the desire to gain access to opportunities or privileges. He added that motivation can be effective in the short term, but it may not be sustainable in the long run and also motivation can be a useful tool for initially motivating students to engage in learning activities, but it is important to foster intrinsic motivation to ensure long-term success.

Table 9. *Average Weighted Mean Distribution of the Respondents on the Students Extrinsic Motivation in Speaking English Language in terms of Classroom Environment*

Indicators	Mean	Verbal Description
1. I feel comfortable speaking English in my English class.	3.83	Agree
2. I find my classmates to be supportive and encouraging when I speak English.	3.97	Agree
3. I perceive a positive and stimulating environment for speaking English in my English class.	4.02	Agree
4. I find my classmates to be patient and understanding when I make mistakes in English.	4.15	Agree
5. I feel comfortable asking questions and participating in discussions in my English 7class.	4.12	Agree
Average Mean	4.02	Agree

Legend: *Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).*

Table 9 shows the students extrinsic motivation in speaking English language when it comes of classroom environment. The result shows that indicator 4 has the highest weighted mean of 4.15 which states that "I find my classmates to be patient and understanding when I make mistakes in English.", while indicator number 1 implies "I feel comfortable speaking English in my English class." as the lowest rank with the weighted mean of 3.83 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of classroom environment is Agree with the average weighted mean of 4.01.

Palma et al. (2020) looked at proficiency in English speaking and listening as experienced by and among AB English students at Western Philippines University. The researchers underscored the concern for better instructional resources in the development of proficiency which suggested that speaking as an environment-dependent skill needed a supportive learning situation for the enhancement of speaking skills. This research emphasizes creating a more engaging and resource-rich environment in the classroom for better language output among students.

Table 10. *Average Weighted Mean Distribution of the Respondents on the Students Extrinsic Motivation in Speaking English Language in terms of Cultural and Societal Factors*

Indicators	Mean	Verbal Description
1. I feel comfortable speaking English in my English class.	3.83	Agree
2. I find my classmates to be supportive and encouraging when I speak English.	3.97	Agree
3. I perceive a positive and stimulating environment for speaking English in my English class.	4.02	Agree
4. I find my classmates to be patient and understanding when I make mistakes in English.	4.15	Agree
5. I feel comfortable asking questions and participating in discussions in my English	4.12	Agree

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7class.		
Average Mean	4.02	Agree

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 10 shows the students extrinsic motivation in speaking English language when it comes of Cultural and Societal Factors. The result shows that indicator 4 has the highest weighted mean of 4.36 which states that "believe that speaking English will help me travel and experience new cultures around the world." while indicator number 2 implies "feel pressure to speak English because it is the dominant language in my society." as the lowest rank with the weighted mean of 3.73 interpreted as Agree. This revealed that the result on the student's intrinsic motivation in speaking English language in terms of classroom environment is Agree with the average weighted mean of 4.19.

According to the researchers Johnson and Golonka (2017), the language learners have been found to be drawn to travelling and experiencing different cultures as motivating factors. They were thus very motivated to learn English perceived as an important medium of communication as well as a tool for cultural exploration. Apart from this, even the pressure from the society that would find English to be the dominant language acts less but brings some motivation to learners. Such where the extrinsic motivators as would be based on the effects of cultural exploration and societal expectation on how the motivation of language learners would become much inclined toward English speaking.

Table 11. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Intrinsic Motivation in Speaking English and Age.*

Intrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Personal Interest	60	.991	-.001	Not Significant
Language Proficiency	60	.522	-.084	Not Significant
Self-Confidence	60	.717	-.048	Not Significant
Overall Intrinsic Motivation	60	.675	-.055	Not Significant

The table above reveals that there is no significant relationship between the level of students' intrinsic motivation—in terms of personal interest, language proficiency, self-confidence, and overall intrinsic motivation—and their age. This is evidenced by the p-values of .991, .522, .717, and .675, respectively. These results suggest that age does not play a significant role in influencing the intrinsic motivation of students in these areas, indicating that other factors may be more critical in determining their motivation levels.

Ryan and Deci (2017) contend that intrinsic motivation is fostered by the satisfaction of psychological needs. While they maintain that developmental stages are likely to have some effect on motivation, they further argue that any direct effect of age is mediated by educational environments and individual psychological factors.

Table 12. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Extrinsic Motivation in Speaking English and Age.*

Extrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Teacher Encouragement	60	.415	.107	Not Significant
Classroom Environment	60	.020	.292	Significant
Cultural and Societal Factors	60	.514	.086	Not Significant
Overall Extrinsic Motivation	60	.080	.228	Not Significant

Table 12 shows a significant relationship between the level of students' extrinsic motivation in terms of the classroom environment and their age, with a p-value of 0.020 and an R-value of .294. The R-value indicates a weak relationship between these variables. This suggests that as students age, there is a slight increase in their extrinsic motivation influenced by the classroom environment. On the other hand, the level of students' extrinsic motivation related to teacher encouragement, cultural and societal factors, and their overall extrinsic motivation does not show a significant relationship with age (p=,415, 514 and .080), indicating that these factors remain relatively stable across different age groups.

Scherer and Nilsen (2016) stated that the atmosphere of the classroom constituted such factors as teacher support and student interaction and that it greatly affects students' motivation. They also discovered that the older students tended to react more intensively to these extrinsic variables the more their academic demands grew.

Table 13. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Intrinsic Motivation in Speaking English and Sex.*

Intrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Personal Interest	6 0	.651	.060	Not Significant
Language Proficiency	6 0	.204	-.166	Not Significant
Self-Confidence	6 0	.820	.030	Not Significant
Overall Intrinsic Motivation	6 0	.639	-.062	Not Significant

Table 13 reveals that there is no significant relationship between the level of students' intrinsic motivation—in terms of personal interest, language proficiency, self-confidence, and overall intrinsic motivation—and their sex. This is evidenced by the p-values of .651, .204, .820, and .639, respectively. These results suggest that sex does not significantly influence students' intrinsic motivation in these areas, indicating that intrinsic motivation levels are similar across male and female students.

Pajares and Schunk (2019) contend that self-efficacy and self-confidence are vital motivational factors. From their study, there might be differential appraisal of one's abilities by males and females, which, however, would not cause gross differences between the two gender systems of intrinsic motivation when controlled for feedback, support, etc.

Table 14. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Extrinsic Motivation in Speaking English and Sex.*

Extrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Teacher Encouragement	6 0	.199	.168	Not Significant
Classroom Environment	6 0	.250	.151	Not Significant
Cultural and Societal Factors	6 0	.166	.181	Not Significant
Overall Extrinsic Motivation	6 0	.084	.269	Not Significant

Table 14 shows that there is no significant relationship between the level of students' extrinsic motivation—in terms of teacher encouragement, classroom environment, societal factors, and overall extrinsic motivation—and their age. This is indicated by p-values of .199, .250, .166, and .084, respectively. These results suggest that age does not significantly influence students' extrinsic motivation in these areas, implying that other factors might be more critical in shaping their extrinsic motivation. Rimm-Kaufman and Hulleman (2015) states that establishing a supportive and positive classroom climate ensures increased motivation for students to attend academic work. Their outcomes indicate that classroom dynamics trump age as a consideration for engagement.

Table 15. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Intrinsic Motivation in Speaking English and Year Level.*

Intrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Personal Interest	6 0	.277	-.143	Not Significant
Language Proficiency	6 0	.058	-.264	Not Significant
Self-Confidence	6 0	.457	-.098	Not Significant
Overall Intrinsic Motivation	6 0	.059	-.245	Not Significant

Table 15 presents no significant relationship between the level of students' intrinsic motivation—in terms of personal interest, language proficiency, self-confidence, and overall intrinsic motivation—and their year level, as evidenced by p-values of .277, .058, .457, and .059 respectively. These results indicate that the year level does not significantly impact students' intrinsic motivation in these areas.

Jang, Kim, and Reeve (2016) states that rather than educational qualification or the number of years spent in school, the true motivators for intrinsic concerns are the satisfaction of wants, according to psychological viewpoints such as autonomy is competence and relative relatedness. This is for the simple reason that this is the primary source of intrinsic motivation. The fulfillment of these, on the other hand, is not just required during the time that one is required to attend school.

Table 16. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Extrinsic Motivation in Speaking English and Year Level.*

Extrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Extrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Teacher Encouragement	60	.199	.168	Not Significant
Classroom Environment	60	.250	.151	Not Significant
Cultural and Societal Factors	60	.166	.181	Not Significant

Table 16 reveals a significant relationship between the level of students' extrinsic motivation in terms of the classroom environment and their year level, with a p-value of .012 and an R-value of 0.342. The R-value indicates a weak positive relationship between these variables, suggesting that as students' progress in their year levels, their extrinsic motivation related to the classroom environment slightly increases. Conversely, the level of students' extrinsic motivation related to teacher encouragement, cultural and societal factors, and their overall extrinsic motivation does not show a significant relationship with year. This is supported by p-values of .207, .917, and .078, respectively. These findings suggest that while classroom environment may play a role in influencing extrinsic motivation as students advance, other factors such as teacher encouragement and cultural/societal factors may remain relatively stable across different year levels.

According to Ryan and Deci (2017), Rewards, grades, or social acceptability are examples of extrinsic motivators. Extrinsic motivators are associated with the existence of external forces. The findings of their research, on the other hand, indicate that the amount of extrinsic motivation remains quite steady throughout time. This is due to the fact that the environmental elements described above stay relatively unchanged over the various phases of schooling.

Table 17. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Intrinsic Motivation in Speaking English and Program.*

Intrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Personal Interest	60	.760	.040	Not Significant
Language Proficiency	60	.762	.040	Not Significant
Self-Confidence	60	.255	-.149	Not Significant
Overall Intrinsic Motivation	60	.899	-.017	Not Significant

The table above indicates that there is no significant relationship between the level of students' intrinsic motivations specifically in terms of personal interest, language proficiency, self-confidence, and overall intrinsic motivation—and their chosen program. This is supported by the p-values of .760, .762, .255, and .899, respectively. These results suggest that the choice of program does not significantly influence students' intrinsic motivation levels in these areas, indicating that intrinsic motivation remains consistent across different programs.

According to Schunk, Pintrich, and Meece (2015), intrinsic motivation is a complex construct that does indeed vary with a few psychological and environmental variables. They suggest that whereas the academic program may offer a variety of situations for students, given that their psychological needs remain satisfied, the amount of their intrinsic motivation would stay invariably.

Table 18. *Specific Test Result on Finding the Significant Relationship Between the Levels of Students' Extrinsic Motivation in Speaking English and Program.*

Extrinsic Motivation	N	Sig. (2-tailed)	Correlation Coefficient	Interpretation
Teacher Encouragement	60	.038	.268	Significant
Classroom Environment	60	.154	.186	Not Significant
Cultural and Societal Factors	60	.771	.038	Not Significant
Overall Extrinsic Motivation	60	.075	.231	Not Significant

The table above indicates a significant relationship between the level of students' extrinsic motivation in terms of teacher encouragement and their chosen program, with a p-value of .038 and an R-value of 0.268. The R-value suggests a weak positive relationship between these variables, indicating that students in certain programs may be more positively influenced by teacher encouragement in terms of extrinsic motivation. However, the level of students' extrinsic motivation related to classroom environment, cultural and societal factors, and their overall extrinsic motivation does not show a significant relationship with program choice. This

is supported by p-values of .154, .771, and .075, respectively. These results suggest that while teacher encouragement may play a role in influencing extrinsic motivation in some programs, other factors such as classroom environment and cultural/societal factors may not vary significantly across different programs.

According to Kim and Lee (2018), the motivation exerted by teachers influences students' extrinsic motivation greatly, especially for specific academic programs. Their study indicated that positive reinforcement and support from professors can increase students' intentionality to be involved in academic activities.

Conclusions

Based on the findings, the following conclusions are drawn:

Students are slightly more motivated by extrinsic factors, as evidenced by the overall average of 4.05 for extrinsic motivation versus 4.03 for intrinsic motivation. An intrinsic motive for getting an education in English is the desire of the learner to know about English-speaking cultures and attain mastery over the language itself. The students enjoy using English for communicative purposes and find pride in their achievements. Intrinsic motivation is significantly unaffected by age, sex, year level, and program choice. Instead, extrinsic motivation thrives in supportive and encouraging environments created by their teachers and peers.

The notion that English opens a gateway for travel and cultural experiences is an important extrinsic motivational factor for the students. Unfortunately, program choice weakly positively correlates with motivating teachers. Age and year level also weakly positively correlate with extrinsic motivation in relation to the classroom environment. Gender was not found to significantly influence extrinsic motivation. These findings stress the importance of creating a positive learning environment that nurtures students' intrinsic interest in the language and culture. Besides, teachers should create a supportive and encouraging environment to promote extrinsic motivation. The findings also suggest that student motivation may be nurtured irrespective of factors like age, sex, year level, or program choice.

As a result of the study, the researcher would like to recommend the following:

To the School Administrators, they may provide investment in professional development programs where teachers can learn strategies to develop positive and encouraging classroom atmospheres. They may encourage an atmosphere where students can safely take risks and make mistakes, a means of fostering intrinsic motivation and engagement. They may also organize events celebrating language learning that trigger overall motivation.

To the English Teachers, they may encourage a classroom environment that is supportive and caring which accepts constructive risk-taking and mistakes. They may make sure students know that English has real-life uses and value for the future. They may also customize the learning experience when possible, to match the student's personal interests.

To the Future Researchers, they may be able to track the motivations that have developed over a period regarding learning English through a longitudinal study. They may find out whether there are any differences in motivators either based on student age or year level for personalized instruction. They may also find how different teaching methods can affect student motivation in English learning.

To the Parents, they may encourage cultural exposure through movies, music, literature, or travel to fuel intrinsic motivation. They may celebrate achievements while emphasizing the importance of English as an intrinsic and extrinsic motivational stimulus. They may also give students at home opportunities to practice speaking English in a safe setting.

To the Students, they may be setting in place SMART goals regarding learning English, applying their interest in it to boost their intrinsic-like motivation. They may accept the learning challenge and enjoy mastery of new educational skills. They may also actively get into the classroom forum and find chances to practice English from supporting environments.

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