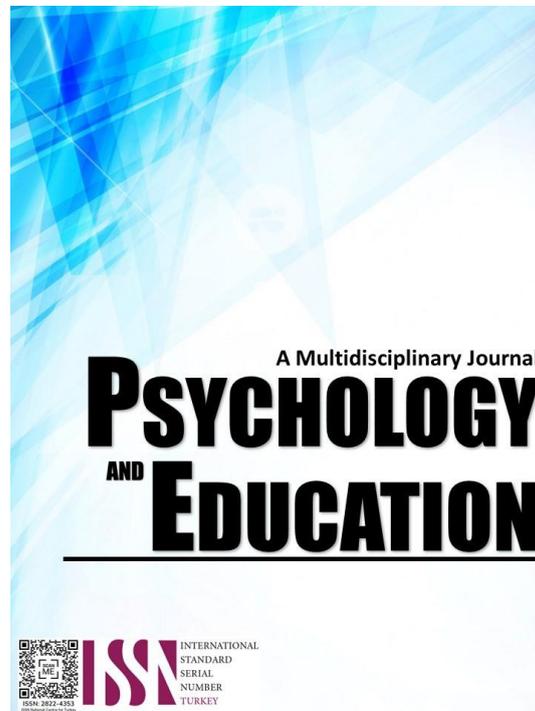


**OPERATION OF PAP'S LOCALIZED MOBILE
CLASSROOM VIS-A-VIS IMPROVING STUDENTS'
MOTIVATIONAL LEVEL AMID PANDEMIC**



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Operation of Pap's Localized Mobile Classroom Vis-à-vis Improving Students' Motivational Level Amid Pandemic

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Abstract

Despite the responses of the Department of Education in preparing schools for the adaptation of Senior High School in the country, it was still an existing dilemma having shortage of classrooms to be catered for the senior high school students. This can be reviewed based on the school's two- year comparative enrollment data of DJANHS with a decrease of 29.23% and 24.29% from the total population of Grade 10 completers who enrolled for Grade 11 from academic years 2019- 2020 and 2020- 2021. Through FGD, the major root cause was determined as students' would transfer to another schools to experience the life of a student in a two-storey building or more. This had pushed the researcher to focus on improving the students' extrinsic motivational level amid the pandemic time. The Pap's Localized Mobile Classroom was given birth to address the problem. This study was conducted to determine the effectiveness of the Pap's Localized Mobile Classroom as an intervention program in improving students' motivational level amid pandemic. The intervention catered 18 student-respondents in the Grade 11 of S.Y. 2021-2022 as the target respondents as being identified through probability sampling method. With the use of Wilcoxon Rank test, the researcher conducted a pre-test and post-test before and after the operation of Pap's Localized Mobile Classroom with featured services related to classroom's physical facilities, teacher's assistance and reinforcement. It was revealed that the motivational level of the students before the operation of the mobile classroom was Moderately Motivated ($\bar{X}=2.40$) and made improvements after the operation of the mobile classroom that made the students Highly Motivated ($\bar{X}=3.32$). Furthermore, the study proved that there was a significant difference on the operation of Pap's Localized Mobile Classroom on improving students' motivational level amid the pandemic ($z= -3.4078$, $p<.05$). The researcher recommended (1) to conduct training and roll-outs in various platforms for the usage of the intervention program in higher scopes, (2) strengthen the bond of the stakeholders to gather funding to continue the intervention program, (3) consolidate suggestions for the improvement of services of the mobile classroom (i.e. making it a pantry type- a come and go exchange stations for students who are in need of specific stuffs), and (4) encourage other researchers to conduct similar study in a wider scope.

Keywords: *extrinsic motivation, pap's localized mobile classroom, intervention program, pandemic*

Introduction

Motivation refers to the reasons underlying behavior (Guay et al., 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards". Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Despite the responses of the Department of Education in preparing schools for the adaptation of Senior High School in the country, it is still an existing dilemma

having shortage of classrooms to be catered for the senior high school students. This can be reviewed based on the school's two- year comparative enrollment data (Grade 10 to Grade 11 for the school year 2019- 2020 and 2020- 2021). There was a decrease of 29.23% and 24.29% from the total population of Grade 10 completers who enrolled for Grade 11 in the same school. It was found out, through interviews and focus group discussion (FGD) that students tend to excite and motivate themselves in moving forward to their academic endeavor upon having a first- hand experience of having 2- 3 storey buildings for senior high school student. For them, it excites and motivates them even more to face the hurdles of their senior high school life.

Research Questions

This study was conducted to determine the effectiveness of Pap's Localized Mobile Classroom as an intervention program in improving students' extrinsic motivational level. Specifically, this sought to answer the following questions:

1. What is the extrinsic motivational level of the students before the operation of Pap's Localized Mobile Classroom based on:

- 1.1. Classroom's physical facilities
- 1.2. Teacher assistance
- 1.3. Reinforcement/ Reward System

2. What is the extrinsic motivational level of the students after the operation of Pap's Localized Mobile Classroom based on:

- 2.1. Classroom's physical facilities
- 2.2. Teacher assistance
- 2.3. Reinforcement/ Reward System

3. Is there a significant difference on the students' extrinsic motivational level before and after the operation of Pap's Localized Mobile Classroom?

4. What significant enhancements can be suggested for the improvement on the operation of Pap's Localized Mobile Classroom?

Innovation, Intervention and Strategy

The title of the Intervention Program for this study was "Operation of Pap's Localized Mobile Classroom". It took its post inside the school premises. It functioned everyday as whenever the time demands so in delivering its service to the parents and students. Learning materials were placed in the localized mobile classroom. This also served as students' come and go station where they were able to individually make schedules to do their projects, assignments, post questions and queries to their adviser or concerned subject teacher, etc. In addition, the localized mobile classroom provided few amount of school supplies which were essential either to the learners' distance or limited face-to-face learning to lessen the financial challenges of their parents in providing their children like paper, ball pens and pencils.

Methodology

Participants

The participants for this program came from Grade 11 students of Don Jose Aguirre National High School for the current school year 2021- 2022. These students were identified based on the grade level where the gaps were being identified.

To identify the specified target participants out of 53 students enrolled as Grade 11, the researcher utilized simple random sampling in order to address equal chances of the students to participate in the conduct of

survey. Six (6) students were identified as respondents for the survey coming from each of the three identified strands Humanities and Social Sciences (HUMSS), Home Economics (HE) and Agricultural and Fisheries Arts (AFA) which gave a total of eighteen (18) respondents as a whole.

Data Gathering Procedures and Instruments

To observe health protocols along the conduct of the study, the researcher asked permission from the school principal through a letter of intent and assured to impose and place safety reminders throughout the operation of the Pap's Localized Mobile Classroom. At the same time, the grade 11 class advisers were informed and were asked for permission on their roles and participation on the said study. Parents and students were oriented and campaigned for the conduct of the research, specifically the operation of the localized mobile classroom. They were provided on the information of their benefits in accessing the localized mobile classroom.

The researcher conducted a pre-test to the 18 identified participants having a self-made fifteen-itemed survey questionnaire as an activity before the operation of the Pap's Localized Mobile Classroom on the month of January 2022. The questionnaire was primarily divided into three major categories, (1) classroom physical facilities, (2) teacher assistance, (3) Reinforcements/ Reward System having five questions per category. To ensure the validity and reliability of the self-made survey questionnaire, it was tested using the Cohen's Kappa Statistical Measuring tool with a value of $k=0.723502$ —as interpreted fell on the range between 0.61-0.80 considering to have a substantial kind or type of self-made questionnaire. The instrument had a four- point Likert scale of 1-4, where 1- Strongly Disagree, 2- Disagree, 3- Agree and 4- Strongly Disagree.

After that, the operation of the localized mobile classroom had started with corresponding process observations of the researcher. The gathering of data concluded with the conduct of post-test as with the same instrument and participants respectively.

Furthermore, the researcher had utilized Wilcoxon Signed Rank test since the gathered raw data were from the same comparing groups having dependent samples under a non-parametric test. The said statistical treatment was used to identify the significant change of the motivational level of students before and after the operation of Pap's Localized Mobile Classroom.



Results and Discussion

Table 1. Classroom’s Physical Facilities on Pre-Test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	I have a classroom that is well ventilated (lighting and access to air).	1.5	Strongly Disagree	Not Motivated	0.687184
2	I have a chair that is fully functional (with arm, and other parts).	1.722222	Disagree	Slightly Motivated	0.931281
3	I have a classroom that has a functional comfort room.	1.888889	Disagree	Slightly Motivated	0.87489
4	I have a classroom which is wide enough to cater the number of students in our class.	1.666667	Disagree	Slightly Motivated	0.745356
5	I have a classroom to cater the personal and professional needs of us students (i.e. resting corner, medicine kits, mini library, etc.).	1.722222	Disagree	Slightly Motivated	0.803157
	Average	1.7	Disagree	Slightly Motivated	0.822598

Table 1 showed first category in the pre-test, the level of students’ extrinsic motivation in terms of classroom’s physical facilities. 4 out of 5 or 80% of the respondents unanimously disagreed to the indicated statements and/or indicators 2 to 5. This simply implied that prior to the operation of the Pap’s Localized Mobile Classroom, 80% of the respondents were slightly motivated and 20% of the respondents were not totally motivated prior to the operation of the mobile classroom in terms of classroom facilities.

Table 2. Teacher Assistance on Pre-test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	My teacher is approachable to any situations that we are into.	2.444444	Disagree	Slightly Motivated	1.212079
2	My teacher would address and acknowledge my professional queries and problems.	2.722222	Agree	Moderately Motivated	1.043794
3	My teacher would address and acknowledge my personal queries and problems.	2.722222	Agree	Moderately Motivated	1.192828
4	My teacher would create Group Chat to connect to us students on any concerns we are involved.	2.888889	Agree	Moderately Motivated	1.24226
5	My teacher would conduct trainings and sessions for our professional and personal growth.	2.611111	Agree	Moderately Motivated	1.112499
	Average	2.677778	Agree	Moderately Motivated	1.172156

Table 2 showed the second category in the pre-test, the level of students’ extrinsic motivation in terms of teachers’ assistance. 4 out of 5 or 80% of the respondents unanimously agreed to the indicated statements and/or indicators 2 to 5. This simply implied that prior to the operation of the Pap’s Localized Mobile Classroom, 80% of the respondents

were moderately motivated and 20% of the respondents were slightly motivated prior to the operation of the localized mobile classroom.

Table 3. Reinforcements/ Reward System on Pre-test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	My teacher would give awards and prizes to every top-scored students in every weekly quiz.	2.944444	Agree	Moderately Motivated	1.177201
2	My teacher would give awards and prizes to every top-scored students in quarter examination.	2.944444	Agree	Moderately Motivated	1.129022
3	My teacher would give school supplies to students who are in need.	2.444444	Disagree	Slightly Motivated	0.761739
4	My teacher would conduct feeding activity in every reading session that we do.	2.888889	Agree	Moderately Motivated	1.149342
5	My teacher would give snacks for consumption to every student who do services in cleaning the classroom and surroundings.	2.777778	Agree	Moderately Motivated	1.181127
	Average	2.8	Agree	Moderately Motivated	1.10755

Table 3 showed third category in the pre-test, the level of students’ extrinsic motivation in terms of reinforcements or reward system. 4 out of 5 or 80% of the respondents unanimously agreed to the indicated statements and/or indicators 1, 2, 4 and 5. This simply implied that prior to the operation of the Pap’s Localized Mobile Classroom, 80% of the respondents were moderately motivated and 20% of the respondents were slightly motivated prior to the conduct of the localized mobile classroom.

The findings on the pre-test supported the published article of Vitor Silva (2020) on the eight factors that affect students’ motivation in education, which are (1) Class and Curriculum Structure, (2) Teacher Behavior and Personality, (3) Teaching Methods, (4) Parental Habits and Involvement, (5) Family Issues and Instability, (6) Peer Relationships (7) Learning Environment and (8) Assessment—of which the seventh, second and third factors are significantly related and synonymous to the three categories highlighted in the survey questionnaires—the categories that also affect the extrinsic motivational level of students amid pandemic, the (1) classroom facilities, (2) teacher assistance and (3) reinforcements and/or reward system. If these factors are not well handled, the level of students’ motivation might also be affected and be decreased as being also proven in the results of the pre-test.



Table 4. Classroom's Physical Facility on Post-test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	I have a classroom that is well ventilated (lighting and access to air).	2.444444	Disagree	Slightly Motivated	1.257079
2	I have a chair that is fully functional (with arm, and other parts).	2.833333	Agree	Moderately Motivated	1.067187
3	I have a classroom that has a functional comfort room.	2.166667	Disagree	Slightly Motivated	1.013794
4	I have a classroom which is wide enough to cater the number of students in our class.	2.555556	Agree	Moderately Motivated	1.01227
5	I have a classroom to cater the personal and professional needs of us students (i.e. resting corner, medicine kits, mini library, etc.).	2.222222	Disagree	Slightly Motivated	1.227262
Average		2.444444	Disagree	Slightly Motivated	1.129289

Table 4 showed first category in the post-test, the level of students' extrinsic motivation in terms of classroom's physical facilities after the influence of the operation of Pap's Localized Mobile Classroom. 3 out of 5 or 60% of the respondents unanimously disagreed to the indicated statements and/or indicators 1, 3 and 5. 2 out of 5 or 40% of the respondents favored to Agree on the following given indicators 2 and 4. This simply implied that after the operation of the Pap's Localized Mobile Classroom, 60% of the respondents were slightly motivated and 40% of the respondents were moderately motivated in their education amid the pandemic in terms of their classroom's physical facilities after the experience of the operation Pap's Localized Mobile classroom.

Table 5. Teacher Assistance on Post-test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	My teacher is approachable to any situations that we are into.	3.5	Agree	Moderately Motivated	0.600925
2	My teacher would address and acknowledge my professional queries and problems.	3.611111	Strongly Agree	Highly Motivated	0.678142
3	My teacher would address and acknowledge my personal queries and problems.	3.555556	Strongly Agree	Highly Motivated	0.598352
4	My teacher would create Group Chat to connect to us students on any concerns we are involved.	3.833333	Strongly Agree	Highly Motivated	0.372678
5	My teacher would conduct trainings and sessions for our professional and personal growth.	3.666667	Strongly Agree	Highly Motivated	0.471405
Average		3.633333	Strongly Agree	Highly Motivated	0.566667

Table 5 the third category in the post-test, the level of students' extrinsic motivation in terms of teacher assistance after the influence of the operation of Pap's Localized Mobile Classroom. 4 out of 5 or 80% of the respondents unanimously determined to have been strongly agreed to the indicated statements and/or indicators 4 to 5. 1 out of 5 or 20% of the respondents

favored Agree on the following given indicator 1. This simply implied that after the operation of the Pap's Localized Mobile Classroom, 60% of the respondents were able to become highly motivated and 40% of the respondents were moderately motivated in their education amid the pandemic in terms of teacher assistance after the experience of the operation Pap's Localized Mobile classroom.

Table 6. Reinforcements/ Reward System on Post-test

No.	Statements/ Indicators <i>I am extrinsically motivated since.....</i>	\bar{X}	AR	I	SD
1	My teacher would give awards and prizes to every top-scored students in every weekly quiz.	4	Strongly Agree	Highly Motivated	0
2	My teacher would give awards and prizes to every top-scored students in quarter examination.	3.888889	Strongly Agree	Highly Motivated	0.31427
3	My teacher would give school supplies to students who are in need.	3.722222	Strongly Agree	Highly Motivated	0.558326
4	My teacher would conduct feeding activity in every reading session that we do.	3.944444	Strongly Agree	Highly Motivated	0.229061
5	My teacher would give snacks for consumption to every student who do services in cleaning the classroom and surroundings.	3.888889	Strongly Agree	Highly Motivated	0.31427
Average		3.888889	Strongly Agree	Highly Motivated	0.347833

Table 6 showed second category in the post-test, the level of students' extrinsic motivation in terms of reinforcements/ reward system after the influence of the operation of Pap's Localized Mobile Classroom. 5 out of 5 or 100% of the respondents unanimously determined to have been strongly agreed to the indicated statements and/or indicators 1 to 5. This simply implied that after the operation of the Pap's Localized Mobile Classroom, 100% of the respondents were able to become highly motivated their education amid the pandemic in terms of their reinforcements/ reward system after the experience of the operation Pap's Localized Mobile classroom.

The following results also supported and aided the study of Kum, Boris Achu (2022). He was able to conclude that intrinsic and extrinsic motivations positively affect student learning effectiveness. However, intrinsic motivations have more potent effects on students' learning effectiveness than extrinsic motivations yet contradicts from the study of Hatch, Stephanie, Thomsen, Daniellle and Waldron, Jennifer (N.D.) of the University of Northern Iowa on Extrinsic Rewards and Motivation. It was said that extrinsic rewards can also be used to maintain or strengthen intrinsic motivation. If a reward is viewed as informing the target population about their ability in a positive manner, then the rewards will likely foster



internal satisfaction and intrinsic motivation.

The reflected superior motivational level discovered in the study was in the higher possibility that extrinsic motivation (rewards) enables to uplift the psychological energy of the individual to perform. Thus, the individual is eager to perform well in order to attract rewards. To further the observed data in the pre-test and post-test, Wilcoxon Signed Rank test was used to test the significant difference of the conducted pre-test and post-test. Below is the result as aided by the aforementioned statistical treatment:

Table 7. Test of significance on the pre-test and post-test scores of the same group

Grade 11 Students' Motivational Level						
Test as Variable	N	Weighted Mean	z-value	p-value 0.05	Interpretation	Decision
Pre- test and Post- test	15	2.86	-3.4078	.00032.	Significant	Reject the Null

Table 7 showed the difference in the Grade 11 students' extrinsic motivational level before and after employing Pap's Localized Mobile Classroom. It can be gleaned in the table that there was a significant difference on the students' motivational level before and after the operation of Pap's Localized Mobile Classroom ($z = -3.4078$, $p < 0.5$), hence reject the null hypothesis and accept the alternative hypothesis. This implied that students were able to improve their motivational level (extrinsically) upon and/or after the experiences gained from the services offered by the Pap's Localized Mobile Classroom. This further implied that the operation of Pap's Localized Mobile Classroom was an effective innovation and intervention to increase students' motivation to participate in school and eventually increase their performances as well. The result of the present investigation affirms the findings of Blake, Cairtin (February 2020) that Extrinsic motivation helped students become driven and competitive with intrinsic motivation.....Ultimately, fostering.... it helped students develop good study habits and an investment in learning.

Table 8. Summary of Findings from the pre-test and post-test

Categories in the pre-test and post-test	Pre-test				Post-test			
	\bar{X}	AR	I	SD	\bar{X}	AR	I	SD
Classroom Physical Facilities	1.7	Dis	SM	0.822598	2.444444	Dis	SM	1.129289
Teacher Assistance	2.677778	A	MM	1.172156	3.633333	SA	HM	0.566667
Reinforcement and Rewards	2.8	A	MM	1.10755	3.888889	SA	HM	0.347833
Weighted Value	2.40	A	MM	1.0341013333	3.32	SA	HM	0.681266

As shown in the summary of findings, classroom physical facilities are one of the major problems faced by students as reflected on their responses on the pre-test and post-test. There were no changes at all on the level of their extrinsic motivation- determined as Slightly Motivated. On the brighter side, it was also evident in the table that the students have increased their motivational level in the influences of classroom physical facilities, teacher assistance and reinforcement/ reward system from before and after the operation of Pap's Localized Mobile Classroom from being Moderately Motivated into becoming Highly Motivated as being intervened and influence by Pap's Localized Mobile Classroom. Furthermore, with the use of Wilcoxon Ranked test it was determined that there was a significant difference of the students' extrinsic motivational level before and after the operation of Pap's Localized Mobile Classroom.

Conclusion

Based on the findings of the study, the following conclusion was drawn: (1) It was implied and reflected that the operation of Pap's Localized Mobile Classroom in improving students' motivational level amid the pandemic was effective. Therefore, the said intervention program should be continued and shared with other teaching advocates in order to maximize the purpose of the program in a wider scope. It may be presented in SLAC, INSET and other special forums intended for the said program. (2) It was recommended to consolidate further suggestions and improvements for the operation of Pap's Localized Mobile Classroom. As revealed in the study, the students were Highly Motivated through reinforcements and reward systems. Therefore, the researcher must look into tighter connections of the stakeholders to have sufficient support (funding) in having a reinforcements/reward system. Modifying the mobile classroom, as a pantry type could maximize the chances of a barter trade system in order to have



mutual assistance from an in-need learner to another.

Moreover, it was recommended that the result of the study must be presented to the school's administration office of the school principal as immediate head and to the School Governing Council (SGC) and to higher offices if possible- in order to give immediate plan and actions on the determined problem on students' motivational level in relation to classroom's physical facilities. Hence, future researchers and other implementing teachers of the said program will conduct a similar study in an expanded scope.

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