

**CORRELATES OF LEARNING MOTIVATION AND ACADEMIC PERFORMANCE
CRIMINOLOGY STUDENTS IN THEIR MAJOR SUBJECTS**



Thesis Presented to the Faculty of the
College of Criminal Justice Education
University of Mindanao
Davao City

In Partial Fulfillment of the Requirements for the Degree of
Bachelor of Science in Criminology

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March 2017

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Most researches pointed out that motivation increases performance both in home and school. It empowers the level of interest of an individual. It is also crucial in maintaining an individual's performance. Motivation determines performance in learning by affecting what learners should do to achieve academic success. Student-learners have enough motivators which could be manifested externally and internally (Boado, 2013).

In the Philippines, it shows that parents and family are the main source of motivation to perform well in school. The hard works of the Filipino students reflect its high level of determination. Many local researches showed that the value of education for students is part of their personal achievement and fulfilling filial duty and boosting their self-worth. It was viewed that external factors involving the family boosted the internal motivation of the Filipino students to do an excellent work at school for the benefit of their family and honor to their self (Galang& Reyes, 2009).

According to Sagayno (2016), interest in school and learning motivation can be affected negatively by some social problems of the community. The eagerness of the students were affected by fears and doubts. Low level of public safety, health problems and food security are factors that both influences the motivation of the learners.

For this purpose, the researchers had the strong urge to find how the academic performance of the criminology students in their major subjects being influenced by their learning motivation. The study is purposive in discovering ideas and practice of the students in order to give a thorough information and recommendation to the concerned academic institution and its teaching personnel. Moreover, the study will investigate if the learning motivation of the respondents has a correlation in its performance in their major subjects. The findings of the study will be a tool to recommend actions and help.

Statement of the Problem

The purpose of this study is to determine the significant relationship of learning motivation and performance of criminology students in their major criminology subjects.

1.) What is the level of learning motivation of criminology students in their major subjects in terms of:

1.1 Intrinsic Motivation, and

1.2 Extrinsic Motivation?

2.) What is the level of academic performance of criminology students in their major subjects in terms of:

2.1 Exam, and

2.2 Class Participation?

3.) Is there a significance relationship on the level of learning motivation and performance of criminology students in their major subjects?

Hypothesis

The null hypothesis was tested at 0.05 level of confidence. The researchers assumed that there is no significant relationship of learning motivation and academic performance of criminology students in their major subjects.

Review of Related Literature

In this part, the related literatures are presented whose information and data from pertinent resources like newspaper, journals, internet and books.

For the most part, it was found that students who are acknowledged, bolstered and energized by their families stand better possibility of performing better in their scholarly interest. At the point when there is a scholastic domain in the home, students tend to concentrate harder and better. Accordingly, this study adds to the current proof to recommend that family and its structure have an extraordinary part in students' performance in their scholastic interests. They hold that if the family has the assets, underpins their children and makes scholarly condition, youngsters raised up in such families improve in their scholastic execution. Along these lines, one can just induce here that family and home condition advanced the students' scholastic motivation. (Tella, 2007).

Likewise, both students and instructors emphatically trust that administration arrangement of library, school apparatus, qualified educators and great approaches, and so forth would go far to spur understudies in their scholastic interest. Maybe, this is the reason said that scholarly execution of understudies gets a considerable measure from the instructive organization

and strategies. As they hold, the more instructive needs are fulfilled and great and feasible arrangements are made, the better understudies perform (Afzal, 2010).

The positive connection among learning motivation an academic performance has not been substantiated firmly in restorative instruction as various reviews have conflicting discoveries. The review which investigates the connections between motivation, think about technique, contemplate exertion and scholarly performance among beneficial studies turned into an awesome test to look for their improvement (Kusurkar et al. 2011).

In addition, there are distinctive hypotheses of motivation. Some emphasis on amount of motivation and others on quality. Amount of motivation could be high or low. Nature of motivation relies on upon whether the wellspring of motivation is inward or outside. The Self-Determination Theory (SDT) of motivation views nature of motivation as more critical than amount and depicts a continuum for nature of motivation (Ryan and Deci 2000).

Distinctly, from inherent motivation toward one side to amotivation at the flip side of the continuum, with four sorts of outward motivation (incorporated direction, distinguished control, interjected control, and outside control) in the middle. Characteristic motivation is determined out of bona fide enthusiasm for an action. Extraneous motivation is inferred out of a normal pick up or a distinguishable result. As expounded by the Self-Determination Theory, not a wide range of outward motivation are undesirable. Extraneous motivation ranges from high self-assurance to low self-determination,

Identified Regulation, the exceptionally self-governing kind of outward motivation, is near characteristic motivation (Vansteenkiste et al., 2008).

Moreover, motivation characterizes the explanations for individuals' conduct and decides why they act especially. Motivated practices are lively, arranged and lasting. In instructive point of view, inspiration has a multi-dimensional structure which is corresponded with learning and scholarly inspiration. There are diverse translations of inspiration. In the reach of instruction, motivation is a tridimensional phenomenon comprising of individual's convictions in capacity of completing a particular errand, reasons and objectives of the person in doing the undertaking and the passionate reaction (Peklaj and Levpuscek, 2010).

The greater part of practices demonstrating the scholarly motivation include demanding doing troublesome assignments, persevering or exertion into figuring out how to achieve authority and picking assignments which require extraordinary exertion. In like manner, motivation for scholastic accomplishment, or inside inspiration, is a psycho-intellectual condition which is procured once the individual see him/herself to have self-governance (Abedi, 2008). In the previous decades in light of the impact of motivation for scholastic accomplishment on students' prosperity; therapists have perceived and analyzed the successful calculates inspiration for scholarly accomplishment. The aftereffects of their examination showed that identity, family, college and social factors are identified with this develop (Masaali, 2007).

The present study examined the way in which the exercise-related motives of external regulation, introjected regulation, and identified regulation

interacted with intrinsic motivation to relate to exercise enjoyment. The study was conducted to test the “additive relationship hypothesis” emanating from theoretical position regarding the interplay between extrinsic and intrinsic motivation in exercise. Karageorghis and Terry (2016).

Performance similar to craftsmanship and democracy, calls a basically challenged thought and idea, implying that its exceptionally presence is bound up in contradiction about what it is, and that the difference over its embodiment is itself some portion of that substance. Acknowledgment of a given idea as basically challenged suggests acknowledgment of opponent employments of it, (for example, oneself revokes) as intelligently conceivable and humanly "likely," as well as of perpetual potential basic incentive to one's own particular utilization of understanding of the idea being referred to" Scholars in translation and execution in a valorized classification, they perceive and expect contradiction not just about the qualities that make an execution "decent" or "terrible" in specific settings, additionally about what exercises and practices properly constitute execution and not something else (Dieleman and Toonen, 2006).

According to Abouseri, (2009), an occasion identity factors of students when all is said in done and self-regard and inspiration for scholastic accomplishment specifically have characteristically influenced the learning and scholarly accomplishment. Others coordinated their reviews towards incorporating scholarly capacity, learning style, identity and inspiration for scholastic accomplishment as the indicators of scholarly accomplishment in advanced education.

Studying motivation particularly in students is important because education is different from general education in several aspects, some of them being high intensity of study, the requirement to carry out work along with study and the need to follow a highly specifically defined path to be able to qualify to practice of their professions. In a literature review we found that the positive correlation between motivation and performance has not been substantiated strongly in medical education as different studies have contradictory findings (Kusurkar et al. 2012).

Schunk and Zimmerman (2007) stated that difficult tasks in studies will furtherly develop the motivation of the learners. An easy performed task will only be done as fun and there is no increased in the performance of the students and also their motivation. It was believed that if there is a difficulty in task, students are willing to do a deliberate practice to achieve certain goals. The high level of performance developed from a driving force that let them show certain efforts.

In addition, competence and motivation are two working factors in the world of academics. The intrinsic and extrinsic motivators always affect the competency level of a student in their performance at school. Intrinsic motivations sometimes do not have a direct relationship with external motivators. Personal interest in learning sometimes prevails than external motivators. It influences the behavior of the learners and not the motivation itself. The similarity between interest and motivation is only visible when learners are persisted to do certain task (Elliot & Dweck, 2007).

Motivation has been characterized as "a mental procedure coming about because of the equal collaboration between the individual and the

condition that influences a man's decisions, exertion, and tirelessness". It is related with the objective fulfillment; individuals are inspired to accomplish something in the event that they trust it is likely that it will bring coveted outcome. Individuals who are all around propelled make a move that they expect will accomplish their unmistakably characterized objectives, as indicated by him; inspiration to work is identified with prizes and punishments which are straightforwardly associated with execution. Additionally clarifies that motivation exists just when connection amongst performances and result is clear and usable. Objective hypothesis stresses the part of an input and setting objectives in connection to inspiration and execution (Latham and Ernst, 2006).

Motivation theorists are interested in the "whys" of human behavior: what moves people to act Wentzel and Wigfield (2010). Achievement motivation refers to motivation to accomplish activities that have standards of performance. Researchers studying school achievement motivation look at how students' motivation influences their engagement in academic activities, the choices students make about which academic activities to do, their persistence at continuing the activities, and their degree of effort. Motivation researchers taking a social cognitive perspective focus on students' self-beliefs, values, and goals as important determinants.

As a whole, the related literature presented herein provides the basis of information regarding the basis information regarding the variable of the study. That they must provide a well environment, equipment and facilities necessary to conduct their work promptly and reliability. And develop their employees

with the outmost seriousness in helping the community to establish a well-rounded society.

Theoretical and Conceptual Framework

This study is anchored on the theory of Biehler and Snowman (1993) who stated that behavioral interpretations of learning help to explain why some students respond positively to specific subjects and abhorrence others. Social scholars, for example, Albert Bandura, underline the effect of understudies' ID and impersonation of somebody, calling attention to their subsequent constructive scholastic results. Psychologists have noticed that unreasonable utilization of extraneous types of inspiration, for example, acclaim and rewards may prompt hatred, confinement of exchange, may bring about reliance on instructors, the undermining of characteristic inspiration, and review learning as an unfortunate obligation. They propose that to restrict the negative impacts of outward rewards, instructors ought to utilize extraneous types of reward just when right or coveted reactions happen.

This study was supported by Piaget (1995) on his cognitive view of motivation which emphasizes the intrinsic motivation in which it unequivocally stresses the excitement of psychological disequilibrium as a way to inspire understudies to gain some new useful knowledge. As per him, when individuals encounter an error between something new and what they definitely know or trust, it creates a condition of disequilibrium with the goal that they are headed to kill keeping in mind the end goal to accomplish equilibration.

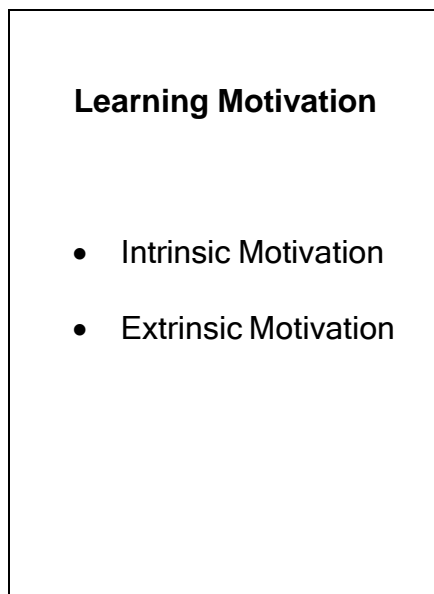
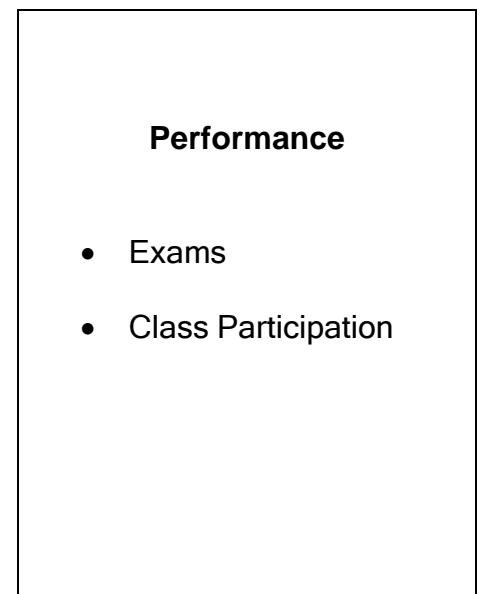
Independent Variable**Dependent Variable**

Figure 1: Conceptual Framework of the Study

Figure 1 shows the Conceptual Framework of the study. The independent variable is the learning motivation with its following indicator; the intrinsic motivation and extrinsic motivation. On the other hand, the dependent variable is the academic performance of the respondents composed of two indicators: examinations and class participation. The two variable will be measured to find if there is a correlation between them.

Significance of the Study

The researchers entail the significance of the study to the following:

University of Mindanao Administration. The results of this study will serves as the useful basis for the institution to create an innovative and strategic teaching programs for an effective teaching approach.

Faculty. The results of this study will help them to implement coping strategy for all the criminology students to increase their level of motivation in the pursuit of excellent academic performance.

Criminology Students.The result of this study will provide essential information for the Criminology students on how to enhance their learning motivation and endeavor the highest peak of their potential be used to achieve an excellent academic performance.

Future Researchers.The information and results from this study can be utilized by future researchers in conducting future studies related to the motivation and performance of all students to their major subjects. The following results of the investigation will open new ideas for research and development.

Definition of Terms

The following terms were defined as used in the study:

Academic Performance.In this study, it refers to how the student performed in terms of grades during his study.

Criminology Students.In this study, it refers to the respondents of this study.

Learning Motivation.In this study, it refers to the level of effort and interest of a criminology student towards their major subjects.

Chapter 2

METHOD

Presented in this chapter are the research method, research subjects, research instrument, and research procedure, statistical treatment of data, data collection and role of the researchers.

Research Design

The quantitative method of survey correlation was employed in the conduct of the study. This technique concentrated on the current conditions with the capacity to gather institutionalized data and acquire quantifiable outcomes. The motivation behind this technique is to discover new truths which may have distinctive structures, for example, expanded nature of information, another speculation or law, expanded bits of knowledge into components which are working the revelation of the critical contrast among the respondents' evaluation, a more precise detailing of the issue to be unraveled and numerous others (Sukamolson, 2012). Consequently, the study is correlational because the study has determined whether the single independent and the single dependent variable have a significant relationship with each other.

Research Subject

There were three hundred (300) respondents in the study. All of these respondents are Criminology students coming from the University of Mindanao, Matina Campus who are presently enrolled in the school year 2016-2017. The researchers employed random sampling method where the

status of respondents were carefully considered. The study was conducted during the month of February 2017.

Research Instrument

The researchers conducted the research through survey questionnaire. The questionnaire was composed of two parts. The first part is the level of learning motivation of the Criminology students in their major subjects with known indicators: intrinsic and extrinsic motivation. The second part is the level of academic performance of the Criminology students in their major subjects with known indicators: examination and class participation. The preliminary draft prepared by the researchers was submitted to the adviser, Ms. Stella Karen M. Branzuela, Ph.D for corrections and consulted the questionnaire to ensure its reliability and validity. It undergoes evaluation of the chosen validators, Mr. Joner C. Villaluz, Ph.D., Mr. Eduardo Berco Jr., MSCRIM., and Mr. Jeffrey A. Angalan, Ph. D. to make it authentic and reliable. The questionnaire undertakes several revisions and improvements as suggested by the validators and included necessary modifications to make it simple and convenient for the respondents. After the required procedure, the survey instrument was validated by the research specialist before the conduct of the survey. The questionnaire used the Likert-scale where 5 is the highest and 1 is the lowest.

The first part of the questionnaire focuses on the Learning Motivation of the Criminology Students in their Major subjects and used the rating scale below to interpret the gathered data.

Range of Means	Verbal Description	Interpretation
4.20- 5.00	Very high	This indicates that the activity is performed at all times or continuously done.
3.40- 4.19	High	This indicates that the activity is performed frequently or many times but not continuously done.
2.60- 3.39	Moderate	This indicates that the activity is performed occasionally or done now and then.
1.80- 2.59	Low	This indicates that the activity is done after a long and irregular intervals.
1.00- 1.79	Very Low	This indicates that the activity is never been done.

The second part of the questionnaire focuses on the Academic Performance of the Criminology Students in their Major subjects and used the rating scale below to interpret the gathered data.

Range of Means	Verbal Description	Interpretation
4.20- 5.00	Very high	This indicates that the activity is performed at all times or continuously done.
3.40- 4.19	High	This indicates that the activity is performed frequently or many times but not continuously done.

2.60- 3.39	Moderate	This indicates that the activity is performed occasionally or done now and then.
1.80- 2.59	Low	This indicates that the activity is done after a long and irregular intervals.
1.00- 1.79	Very Low	This indicates that the activity is never been done.

Data Gathering Procedure

The researchers observed the following steps in gathering of data:

1. **Asking permission to conduct the study.** The researchers submitted a letter of request and was noted by the Dean of College of Criminal Justice Education, Carmelita B. Chavez, Ph. D. to conduct the study to the selected establishment in Davao City. The letters were submitted to the sixty (60) selected establishments.
2. **Administration of questionnaire.** After permission was granted, the researchers administered the questionnaire. In the researchers' experience, there was no problem in the administration of the questionnaire because of the cooperation of the employees as the respondents.
3. **Retrieval of the questionnaire.** The same cooperative employees helped the researchers during the retrieval of the questionnaire the researchers experience no problem in the retrieval of the questionnaire because of the cooperation of the employees.

Statistical Treatment of Data

The following statistical tools were used by the researchers in the analysis of data.

Frequency Count. This statistical tool used in determining the actual numbers of the respondents.

Percentage. This was used to determine the ratio of the respondents based on their demographic profile.

Mean. This was used in determine the level of learning motivation and academic performance.

Pearson r-Correlation. The Pearson R correlation tells you the magnitude and direction of the association between the Learning motivation and Performance of the Criminology students.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this chapter is the analysis and interpretation of data gathered in the relation with the research problem of the study. Discussion of topics is arranged as follows: Level of Learning Motivation of Criminology Students in their Major Subjects with indicators, intrinsic and extrinsic motivation, Level of Academic Performance of Criminology Students in their Major Subjects with following indicators: examination and class participation. It also includes the interpretation about the significance relationship between learning motivation and academic performance.

Level of Learning Motivation of Criminology Students in their Major Subjects

Table 1 represents the Level of Learning Motivation of Criminology Students in their Major Subjects with an overall weighted mean of 4.17 and a descriptive equivalent of high. The level of learning motivation was measured in terms of intrinsic and extrinsic motivation. It indicates that the learning motivation of the Criminology students is performed frequently or many times but not continuously done. It reflects that both factor has a huge influence in the motivational mobility of the respondents in which it could possibly affect their performance in academic activity. In terms of *intrinsic motivation*, the overall mean is 4.20 and a descriptive equivalent of high. It indicates that the learning motivation of the Criminology students is performed frequently or

many times but not continuously done. The question about the worth of major subjects in

Table 1

**Level of Learning Motivation of Criminology
Students in their Major Subjects**

INTRINSIC MOTIVATION	4.20	High
I think that major subjects are fun.	3.82	High
I think that major subjects are interesting and challenging.	4.27	Very High
I think that major subjects are worthy in my future profession.	4.53	Very High
I think lessons in major subjects are more significant than minor subjects.	4.28	Very High
I think lessons in major subjects are reliable source in my field of study.	4.41	Very High
I think major subjects will give me a different degree of understanding and knowledge.	4.39	Very High
I think major subjects has a huge impact in my life.	4.25	Very High
I feel good in attending major subjects.	4.04	High
I feel that activities in major subjects give me satisfaction.	4.03	High
I feel that my skills are useful in major subjects.	4.01	High
EXTRINSIC MOTIVATION	4.14	High
I want to perform well on my major subjects because I feel a competition from my classmates.	3.88	High
I want to perform well on my major subjects because I feel a pressure from my parents.	3.79	High
I want to perform well on my major subjects because I know that lecturers are not considerate to inactive students.	3.95	High
I want to perform well on my major subjects because I need to qualify for future employment.	4.27	Very High
I want to perform well on my major subjects because I want to be an asset of our department and the university.	4.01	High
I want to perform well on my major subjects because I want to fulfill my career of being a future policeman.	4.34	Very High
I want to perform well on my major subjects because I want to graduate as a reward to myself.	4.40	Very High
I want to perform very well on my major subjects because I want to have good grades.	4.41	Very High
I want to perform very well on my major subjects because I do not want to be discriminated by my classmates having a failed grades.	4.11	High
I want to perform very well on my major subjects because I need to be more knowledgeable and exceptional.	4.29	Very High
OVERALL	4.17	High

their future profession got the highest response with a mean score of 4.53 and a descriptive equivalent of very high. It indicates that the activity is performed at all times or continuously done. On the other hand, the item with the lowest response is about the question about if the major subjects is fun got a total mean score of 3.82 with descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done.

In terms of *extrinsic motivation*, the overall mean is 4.14 and a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The item with the highest response is the question about that they are motivated because they want to obtain a good grades with a total mean score of 4.41 and a descriptive equivalent of very high. It indicates that the activity is performed at all times or continuously done. On the other hand, the item with the lowest response is the question that they are motivated in their major subjects because of the pressure coming from their parents which got a total mean score of 3.79 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done.

This result correspond to the idea of Karageorghis and Terry (2016) that human success, alike to the act of sport must have a balanced motivational guide in which its influence not only derive from intrinsic motivators like the self but to always indicate external factors to gain a flawless achievements in life. In addition, they emphasized that higher performance in different aspect of life is result of a fused motivating factor coming from the inner and outer level.

On balance, it is much more important to be high in intrinsic motivation than to be high in extrinsic motivation. In the long run, extrinsic motivation is only effective when intrinsic motivation is high. Being driven solely by extrinsic motives is not psychologically healthy because the lack of intrinsic rewards can lead you to quit or seriously question your involvement. Having intrinsic motivation helps you get through dry patches in your career and keeps the emphasis on having fun.

Level of Academic Performance of Criminology Students in their Major Subjects

Table 2 shows the Level of Academic Performance of Criminology Students in their Major Subjects with an overall weighted mean of 3.98 and a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The level of academic performance of the criminology students in their major subjects was measured by two indicators namely examination and class participation.

In terms of *examination*, it obtained a total mean score of 3.87 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The item with the highest response is the questions that they can easily comprehend on ideas and concept used in major subjects during examination time which obtained a total mean score of 4.08 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. On the other hand, the item with the lowest response is the question that they have alternatives in problem-solving during examination time which obtained a total mean score of 3.85 with descriptive equivalent of high. It indicates that

the activity is performed frequently or many times but not continuously done. In terms of class participation, it obtained a total mean score of 3.98 with a descriptive

Table 2

Level of Academic Performance of Criminology Students in their Major Subjects

EXAMINATION	3.97	High
I can easily comprehend on ideas and concept used in major subjects during examination time.	4.08	High
I can easily memorized terms and facts in lessons of major subjects being used in examinations.	3.94	High
I have alternatives in problem-solving during examination time.	3.85	High
I can analyze the data in major subjects being used in examination.	4.03	High
I can synthesis the information in major subjects being used.in examinations.	3.98	High
CLASS PARTICIPATION	3.98	High
I can easily interact with the questions being asked by my teachers in major subjects.	3.94	High
I can easily create initiative during group activity in major subjects.	4.00	High
I am reactive during discussion time in major subjects.	3.92	High
I usually cast my strengths in major subjects.	4.09	High
I like to ask critical question on my teachers in my major subjects.	3.93	High
OVERALL	3.98	High

equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The item with highest response is the question that they usually cast their strengths in major subjects which obtained a total mean score of 4.09 with descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. On the other hand, the item with the lowest response is the question that they became reactive during class discussion which obtained a total mean score of 3.92 with descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done.

The result reflects to the idea of Wentzel and Wigfield (2010) that academic and social motivation connect to impact learners' scholastic performance. Looking into on scholastic and social motivational develops is surveyed, concentrating on understudies' capacity and adequacy convictions, control convictions, accomplishment qualities, and accomplishment objective introductions. Relations amongst scholarly and social motivational procedures are talked about, and additionally how motivational procedures from both areas may cooperate to impact scholastic results. We likewise talk about inspiration from the point of view of logical variables and school socialization forms that can possibly impact understudy inspiration and ensuing execution. In such manner, educators' instructional practices and interpersonal associations with understudies are highlighted as conceivably powerful factors influencing student motivation and performance.

Table 3

**Significant Relationship Between the Level of Learning Motivation
and Academic Performance of Criminology
Students in their Major Subjects**

Learning Motivation	Pearson –r		Overall	Decision On the <i>H_o</i>
	Exam	Participation		
Intrinsic Motivation	0.469*	0.454*	0.500*	Reject
P-value	0.000	0.000	0.000	-
Extrinsic Motivation	0.505*	0.551*	0.574*	Reject
P-value	0.000	0.000	0.000	-
Total	0.542*	0.561*	0.598*	Reject

Table 3 shows the Significant Relationship between Learning Motivation and Academic Performance of the Criminology Students in their Major Subjects. The correlation measure is tested using $\alpha = 0.05$ level of confidence.

The data collected the following result. It reveals that when intrinsic motivation is correlated individually with the indicators of academic

performance it obtained an overall R-value of 0.500 and a probability value of 0.000 which is interpreted as significant. In addition, when extrinsic motivation is correlated individually with the indicators of academic performance it obtained an overall R-value of 0.574 and a probability value of 0.000 which is interpreted as significant. In addition, all indicators were interpreted as significant.

In totality, it indicates that learning motivation and academic performance of the Criminology students in their major subjects has a significant relationship with an overall R-value of 0.598 and a probability value of 0.000.

The result reflects to the views of Kusurkar, et al. (2011) that there is a relative connection between a learner's academic performance and its motivational drive as joined by their study strategy. The derivation of the different motivational factors such as intrinsic and extrinsic factor would determine both positive and negative outcome based on the applied actions, behavior and approaches in study. The reality of affective nature to academic performance of the student always depend on their mobilization and acceptance of influences.

Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of findings of the study, the corresponding conclusion and the recommendations of the study.

Summary of Findings

The researchers created a summarized result of the study for better understanding about the problem of the research and gave an ease of information for the readers. The findings of this study are arranged in the following: the level of learning motivation, level of academic performance and significant relationship between learning motivation and academic performance.

1. In terms of the learning motivation of the Criminology students, the researchers choose the following indicators: intrinsic motivation and extrinsic motivation. The overall weighted mean of intrinsic motivation is 4.20 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. Also, the overall mean of extrinsic motivation is 4.14 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The overall weighted mean of learning motivation is 4.17 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done.
2. In terms of the academic performance of the Criminology students, the researchers choose the following indicators: examination and class

participation. The overall weighted mean of examination is 3.97 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. Also, the overall mean of class participation is 3.98 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done. The overall weighted mean of academic performance is 3.98 with a descriptive equivalent of high. It indicates that the activity is performed frequently or many times but not continuously done.

3. The researchers found out that there is a significant relationship between learning motivation and academic performance of the criminology students in their major subjects. It is evident in the results where the overall r-value is 0.598 and with a probability value of 0.000. The measure of null hypothesis was tested at 0.05 level of confidence. The data reveals that the two indicators were highly correlated.

CONCLUSION

Based on the evaluation of the data gathered and findings of the study, the researchers had drawn the following conclusions:

1. The level of learning motivation of the Criminology students in their major subjects is high based on the data gathered where the intrinsic and extrinsic motivation becomes the measuring indicator. This reveals that the factor that motivates the respondents have a huge influence in achieving its academic goals. The Criminology students have a desire to pass the major subjects with its internal and external guidance.
2. The level of academic performance of the Criminology students in their major subjects is high based on the data gathered where the examination and

class participation becomes the measuring indicator. This reveals that the high level of performance of the respondents in their academic activity was due to the reason that major subjects needs a determination and sufficient attention.

3. It is evident that learning motivation and academic performance are highly intertwined. It means that learning motivation gets high, the academic performance will also get high.

RECOMMENDATION

Based on the data, findings and conclusion of the study, the researchers put significant recommendations for the following institutions and individuals.

To the University of Mindanao Administration, it must continue to provide a learning environment that can enhance students' academic performance and give them more determination in preparing for their major subjects.

To the Faculty, they must endure their teaching strategy and techniques and put some innovation to develop academic excellence on the criminology students in their major subjects and offer more motivational mechanism to inspire their student.

To the Criminology students, they must continue to acquire its influencing factor that gives a positive output in their academic activities especially in major subjects. They shall take the pressure of their parents as a positive factor so they can be a successful professional in the future.

To the Future Researchers, they can also investigate some factors that influence the learning motivation of the student specifically on the external factors with regards to parental pressure and teaching style.

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