

# Social-Emotional Learning to the Intrinsic and Extrinsic Motivation of Elementary Students

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## Abstract

Lack of motivation is an internal factor that contributes to students' poor performance. To understand students' attitude towards academic, the aspect of social-emotional learning that affects the motivation of students need scrutiny. This study assisted by introducing the social-emotional learning to the intrinsic and extrinsic motivation of elementary students. The use of descriptive-correlational research design and random sampling technique resulted in the study's objectives being met for the school year 2021-2022, with thirty-three (33) grade 6 students as respondents who answered the adapted-modified survey questionnaire prepared by the researchers. The result shows that there is a positive significant relationship between the social-emotional learning on social awareness, self-control and relationship skills to knowing, experience stimulation, and accomplishment however, the social isolation and social anxiety shows that there is no significant effect to knowing, accomplishment, experience stimulation, identification, and introjected that aligned to intrinsic and extrinsic motivation. Based on the research findings, the researchers recommended for future researcher should follow the development of social-emotional learning of students through time to time to see what sort of development student make in accordance to their motivation in studying.

**Keywords:** *Social-Emotional Learning, Intrinsic Motivation, Extrinsic Motivation*

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## Introduction

Motivation is a complicated aspect of human psychology and behavior that impacts how people choose to spend their time, how much energy they put into a task, how they think and feel about the work, and how long they stay on track with it (Bakar, 2014). Motivation, according to Luthans (2012) is a process that begins with a physiological or psychological deficiency or need, which then generates a behavior or drive aiming at a goal or incentives. Lack of motivation is an internal factor that contributes to students' poor performance. Students are less motivated to learn because they do not believe their efforts would improve their performance and because they have other responsibilities that demand their attention (Mauliya, 2020) and monotonous classes and complex activities that lack a comprehensive explanation from the lecturer (Dişlen, 2013).

The EdWeek Research Center surveyed students and teachers after the first half of 2021 school year and found that student motivation and morale are significantly lower than they were prior to the pandemic. The following core themes of low motivation were discovered in research conducted from 405 high school students and 305 college/university students in the Philippines: beliefs and attitudes about the self and the subject, perceptions of the teacher's competencies, and distractions provided by social support systems (Salanga & Bernardo, 2016). Not only is academic motivation evidently low in some students of higher education, there are a few cases reported in the elementary level education. Despite the fact that public education is free from primary to secondary school, the Philippines have the highest dropout rates of any Asian country, with 6.38 percent of elementary students and 7.82 percent of secondary school students dropping out (The Borgen Project, 2019). Teachers and institutions should promote students' motivation in order to reduce dropout rates. This can be accomplished by aligning pedagogy and the OBL environment with students' needs and interests (Hegarty, 2011).

Students have a hard time transitioning in to new normal of learning, from having to learn together with your classmate, students are now studying alone and isolated in their home. Furthermore, academic motivation such as intrinsic and extrinsic was reduced during this period due to a lack of control over the learning process or fewer preferences, as well as a diminished sense of capability and autonomy to perform academic oriented learning tactics as a result of the shift from face-to-face to online lessons (Kim & Frick, 2011). It is evident that a number of students are having a hard time maintaining their motivation to study in this kind of environment.

According to Sanchez et al. (2017), academic outcomes can be influenced by school-based social-emotional and character development programs. Students that actively participate in

these programs tend to see considerable improvements in their academic motivation and learning gains. It's a complete curriculum that tackles the Collaborative for Academic, Socio, and Emotional Learning's five social-emotional competency clusters, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

The effective SEL techniques at the elementary level help students develop essential developmental competences such as the ability to identify and express emotions, as well as the ability to build and manage peer interactions and friendships with minimal adult support according to Denham (2015). Students also improve their ability to see things from other people's perspectives, to recognize when and why others may experience different emotions, and to use problem-solving techniques. Effective programs included activities and practices that showed a thorough understanding of how adolescents develop socially and emotionally throughout time. Thus, the researchers wanted to determine the relationship between social emotional learning and intrinsic and extrinsic motivation of elementary students.

This study was conducted to 1) determine the extent of social emotional learning of elementary pupils be described when it comes to social awareness, social isolation, self-control, social anxiety, and relationship skills; 2) to find out the level of intrinsic motivation of elementary pupils with regard to knowing, accomplishment, and experience stimulation; 3) to find out the level of extrinsic motivation of elementary pupils with regard to identification, and introjected; 4) to determine if there is significant relationship between extent of social-emotional learning and the level of intrinsic motivation of elementary pupils; and 5) to determine if there is significant relationship between extent of social- emotional learning and the level of extrinsic motivation of elementary pupils.

## **Methodology**

The study used the quantitative approach of research employing the descriptive method of research. This study included the use of correlational analysis focusing on using social emotional learning and how its related to the students intrinsic and extrinsic motivation. The researcher used a random sampling technique. Random sampling is a method of people chosen at random by researchers to represent a whole population. A total of 33 students from Grade VI at Makati Ville Elementary School academic year 2021-2022 was the respondents of the research. A selection of students was randomly chosen from each section to make up the research study.

After the validation of the research instruments and after the approval of the requested permission to conduct the study from the school principal and respondents by following the separate procedure: first, a request letter for data collection was prepared by the researcher at the participating school at the Makati Ville Elementary School. The letter was sent to the principal of the classroom, and the researcher sent another letter to the respondents after the school principal's approval in helping her to conduct the study. The researcher sent a copy of the questionnaire to each respondent via printed copies and Google form. The teacher sent the link with a copy of survey questionnaire and distributed the printed copies of questionnaire for those students whose cannot answer in Google Form. On the same day of distribution of questionnaire face-to-face the researchers received the data of 13 students and after 12 days the students who answered via Google Form are retrieved.

## **Findings**

The responses reflect that all components such as social awareness, social isolation, social control, social anxiety, and relationship skills used to assess the extent of the perception of the student-respondents in terms of social-emotional learning. In terms of the perception as to how student-describe themselves based on the intrinsic and extrinsic motivation, they are all observed as to the knowing, experience stimulation, accomplishment, identification, and introjected. It was manifested in the findings that there is a significant relationship between the social-emotional learning and the students' intrinsic motivation. The social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as knowing, experience stimulation, and accomplishment. However, unlike the social awareness, self-control, and relationship skills there is no significant relationship traced in social isolation and social anxiety towards the intrinsic motivation of the students. It was manifested in the findings that there is a significant relationship between the social-emotional learning and the students' extrinsic motivation. The social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as identification. The relationship skill has a positive significant relationship to the intrinsic motivation in terms of introjected. However, unlike the social awareness, self-control, and relationship skills there is no significant relationship traced in social isolation and social anxiety towards the extrinsic motivation of the students.

## **Conclusion**

This study focused on determining the relationship between the social-emotional learning to the intrinsic and extrinsic motivation of grade 6 students. Specifically, the purpose of this research was to determine the assessed extent and how the student-respondents describe themselves as to social-emotional learning to the intrinsic and extrinsic motivation. It shows that there is significant relationship between social-emotional learning and Intrinsic motivation of students that are related to experience stimulation, experience stimulation, and accomplishment. There is significant relationship between social-emotional learning and extrinsic motivation that are related to identification and introjected.

Concerning the moderate extent of social anxiety that were assessed in the extent of Social Emotional Learning, the teacher may consider using teaching practices that may lessen the amount of social anxiety the students have to make the learning atmosphere light and friendly for the students. Hence, it was described that experience stimulation is the only variable in intrinsic motivation that the students responded as highly motivated; it is recommended that the teacher may think of certain strategies that may motivate students to improve their sense of learning and achievement. Consequently, it was described that there is a high level of extrinsic motivation among the students; it is recommended that a teacher may help students become driven and competitive through developing good study habit and extrinsic motivation. Since it was depicted that social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as knowing, experience stimulation, and accomplishment; it is suggested among the teacher to avoid situation where students may develop social isolation and anxiety since it will be hard for the students to be motivated and engage inside the classroom. Since it was depicted that social awareness, self-control, and relationship skills of students has a positive significant relationship to the extrinsic motivation such as identification, it is suggested among the teacher that they have to consider administering sense of responsibility to the students with the help of good social and emotional support to motivate them. Future researcher, a parallel study can be conducted to further the knowledge of teachers on whether intrinsic and extrinsic motivation will be affected by students with low level of social emotional competencies or students who are suffering from mental issues like anxiety. The researcher should follow the development of social emotional learning of students through time to see what sort of development student make in accordance to their motivation in studying.

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