

Exploring Senior High School Students' Motivational Levels in Modular and Online Classes

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Abstract

Students are forced to adapt to the new learning modes, modular and online classes, of the new normal due to the Pandemic. It is evident that everyone has different motivational levels and capabilities that affect their academic performance and it also depends on the type of learning mode they are dealing with. The results of this study helped determine and understand the motivational levels of senior high students in the new normal. With the use of an online survey questionnaire prepared by the researchers, the students who were chosen to be research respondents were asked to answer carefully and honestly according to their respective experiences with their learning modes.

The researchers assessed the experiences of students in both learning modes and how they cope up with the situation by investigating which factors affected their motivation and its causes, and how the low/high motivation levels affect the student's academic performance. Results yield that students who are in modular classes tend to lose motivation easily compared to online classes as it is difficult because they don't meet with teachers to help and guide them in answering the modules, instead they learn on their own. It's not only classes that affect the students but also other factors such as the internet speed and resources that they need to have so that they can listen efficiently in class.

Keywords: Motivational Level; Senior High School; Students; Modular Class; Online Class

1. Introduction

1.1 Background of the Study

Education has always been the number one priority of every individual as it is the key to their future success. Learners of all age groups had their in-person school connection cut off, losing physical access to their peers. Senior students across the country have had their graduations cancelled. And for too many students across the country, poor internet connectivity meant that they simply could not interact or participate at the level they wanted. (Falt, E, 2020) With the pandemic, education has been compromised. Students are forced to adapt to the new learning modes, modular and online classes, of the new normal. Everyone has different motivational levels and capabilities that affect their academic performance and it also depends on the type of learning mode they are dealing with. Private schools are most likely to conduct online classes compared to public schools that choose modular classes.

Students who are in modular classes tend to lose motivation easily compared to online classes as it is difficult because they don't meet with teachers to help and guide them in answering the modules, instead they learn on their own. It's not only classes that affect the students but also other factors such as the internet speed and resources that they need to have so that they can listen efficiently in class. The researchers have assessed the experiences of students in both learning modes and their coping strategies. News on the internet showcase the effect of the new learning modes on students who don't have the motivation to attend class, while some don't have the resources to keep up with their class, and sadly, a lot resort to death due to family pressure and other factors such as depression and low motivation levels.

The new learning modes have taken a toll on each student's motivational levels and affect their mental health and academic performance. Other factors such as the internet and resources used by students are limited only which is why a lot resort to doing modular classes instead but even so, a huge percentage resort to death. In conclusion, a student's motivational level depends on the type of learning mode, and other factors such as the internet and resources, mental health, and support system.

1.2 Significance of the Study

The results of the study helped determine and understand the motivational levels of senior high students in the new normal. The information will benefit in further improving the

A. Educational system

The study can help aid in providing quality education by creating suitable strategies for the welfare of students in the country through understanding their experiences and situation.

B. Students

By sharing and pointing out their struggles and experiences, the study may voice out these concerns to those who should be hearing them. The study may also help students improve their time management skills and independent learning.

C. Teachers

With this study, teachers may see how much they can relate to their students during this pandemic. The study may help in understanding their students more and how they can help one another to boost each other's productivity.

D. Parents

Parents may not understand what their children are going through learning at home. The study may serve as an eye-opener for parents with the experiences, struggles, and situations their children are put through following the implementation of Modular and Online Learning.

1.3 Scope and Delimitation

The study is centered on the motivational levels of senior high school students who are in modular and in online classes. The respondents of the study are senior high school students in Tacloban City, Ormoc City, Palo, Taft, and Can-Avid. It enumerated the aspects that affected their motivation and its effect on their academic performance. The study does not include other learning modes.

1.4 Definition of Terms

Senior High School- Secondary level composed of the 11th and 12th grade students that shall be the respondents of the study.

Motivation- It is the process that motivates one to act by initiating, guiding, and maintaining goal-oriented actions. This composes the biological, emotional, social, and cognitive variables that trigger behavior.

Motivational Levels- The extent or range of the students' desire and force in behavior to perform activities

Modular Class/Learning- Modular learning involves students being taught through printed self-learning modules and a form of distance learning. It includes sections on motivation and assessment that serve as a complete guide for both teachers' and students' desired competencies.

Online Class/Learning- Online learning uses technology to its advantage by providing education through email, chat, audio, and video conferencing with the use of a computer. It makes the student absorb information according to their own pace and convenience

1.5 Theoretical Framework

Three theories agree with the problem of the study for investigation. The variables are Maslow's Hierarchy of Needs of Abraham Maslow, Alderfer's ERG Theory which was drawn and developed from Maslow's theory, and lastly, the Extrinsic and Intrinsic Theory of Learning Motivation.

Abraham Maslow, the author of *A Theory of Human Motivation* (1943), introduced the Hierarchy of Needs Theory which states that an individual's basic needs must first be met before they become more motivated to reach higher levels of needs. The hierarchy was made up of 5 levels which start with the Physiological needs followed by the Safety needs, needs related to Love/belonging, Esteem, and ends with the need for Self-actualization. Physiological needs include the basic needs for people to survive such as food, water, and shelter. Safety needs are the individual's security when it comes to financial, health, and well-being. Love/belonging is the need for relationships within families and friends. Esteem is the need for the development of one's confidence and gaining respect from others. Lastly, Self-Actualization is the desire to achieve your goals and become the person you want to be. These 5 levels need to be progressed and are most likely experienced in terms of growth and fulfillment.

Expanding the work of Maslow, Alderfer's Theory of Motivation has taken further some needed categories. It suggests three groups of core needs: Existence, Relatedness, and Growth. The core group Existence consists of Maslow's Physiological and Safety related needs. Relatedness includes Love/Belonging and Esteem related needs in the portion of gaining the respect of others. Lastly, Growth consists of Self-actualization needs and Esteem related needs which specifically is the portion of self-confidence. When a certain category of needs is not met, people will put more effort into achieving that certain category of needs. A phenomenon called the frustration-regression principle was also observed by Alderfer. This principle is registered when a higher-order need cannot be met or it is simpler to meet a lower-order need, the individual regresses to the lower need. (Alderfer, 1969)

A theory of Learning Motivation depicts the Intrinsic and Extrinsic Motivation theory. Intrinsic Motivation Theory is said to be done when an individual does only activities for the sake of contentment due to curiosity, challenges, and other factors that trigger intrinsic motivation. This motivation directs an individual to participate in academic learning only to gain experiences without expecting any external rewards. This helps spread positivity and can sustain knowledge academically. Extrinsic Motivation theory is the opposite of intrinsic theory which does activities to gain rewards. An individual is simply motivated just by knowing that there is a reward at the end. An individual handles this with pressure and will most likely be habitual to students but then an individual will lack in terms of mastery of skills and knowledge. When an individual is not able to perform either in Intrinsic Motivation or Extrinsic Motivation, that individual is in the state of amotivation. (Gopalan et. al., 2017)

Learning through different motivational levels, therefore, depicts the behavior of an individual on how they perform and give effect academically.

2. Review of Related Literature

2.1 Modular learning

Modular learning is a form of distance learning that involves students being taught through printed self-learning modules. It includes sections on motivation and assessment that serve as a complete guide for both teachers' and students' desired competencies (Adonis, 2021). It is a combination of principles of modules, self-organization, and context that can ensure the formation of a specific level of professional competence in making career decisions that are examined through modular education (Dilnoza et al., 2019).

Due to the ongoing pandemic, DepEd implemented a distance learning approach, one of which is modular learning. The Department of Education will provide Self-Learning Modules (SLMs) with alternate learning delivery modalities for diverse types of learners across the Philippines as part of its preparations for School Year 2020-2021. This also takes into account learners in remote locations who do not have access to the internet nor have suitable gadgets for online learning. Thus, DepEd will be providing them with printed learning materials. "No need to buy gadgets, printed materials will be given"– DepEd. Students will be given self-learning materials as part of DepEd's printed modular learning system. Teachers would give students SLMs every quarter, with the latter receiving four sets for the entire academic year. These printed modules will be distributed to students, parents, and guardians by teachers or through local government officials (Magsambol, 2020).

The use of modules enables self-learning. One of the advantages of implementing modular learning is that students develop greater self-study or learning skills, making them learn lessons at their own pace. Students engage in understanding the concepts provided in the module on their own. They would gain a sense of responsibility as they complete the tasks in the module, allowing them to progress on their own. When compared to traditional teaching approaches, modular teaching is also effective in the learning process. It is a free self-learning approach in which students are given rapid reinforcement and feedback on practice exercises, which motivates and interests them, allowing them to study in their own style (Sadiq & Zamir, 2014). Experts largely agree that modular degrees provide students with numerous benefits in terms of flexibility, choice, access, and mobility. It's also frequently assumed that modular systems are good for schools since they allow them to adjust to the requirements it needs (French, 2015).

The downsides of modular learning, however, include the need for students to have more self-discipline and self-motivation, additional preparation time and lack of tangible rewards for teachers and staff, and more administrative resources to track students and manage different modules. The major adjustment students, teachers, and parents have to face also fall under this category (Dangle & Somaoang, 2020). Other than that, most students do their modules for formality purposes. It is very devastating on the part of the teacher to know that students are taking modules for granted. The truth is, teachers can't foresee their students and their learning progress in the premises of their homes (Helplineph, 2020).

From the very beginning, the idea of a modular learning strategy appears to be defective, and it's neither the fault of the teachers nor the students. It would be difficult to provide each student equal and undivided attention with so many students, especially in public schools. Teachers also struggle to reach out to all of their students but are unable to do so due to economic and social barriers (Estrada, 2021). One of the major issues that arose during the implementation of Modular Distance Learning is a large number of activities in each module. Every exercise's instructions are oftentimes too complex for the students to understand and some, if not most, printed images in the modules are ineligible to comprehend. Topics are complicated to understand with little to no examples given. Furthermore, many of the students' concerns are that they will not have enough time to complete all of the modules in a week. Due to a large number of activities, diversions, and lack of focus, the students' main challenges have been self-studying, poor internet connection, lack of sleep, and time to answer all of their modules before receiving another set. All of these can greatly affect a student's learning performance and their focus to learn, causing some of them to lag behind lessons (Dangle & Somaoang, 2020).

2.2 Online learning

Distance education would evolve to learning on the internet by the mid-1990s. Online learning has established itself in the field of education and is expected to develop as more students demand it and institutions welcome it (Perry & Pilati, 2011). With this, Online learning requires a significant investment in time and resources as well as meticulous planning. Teachers would then take on the role of facilitators rather than a bridge of knowledge, and ICT would be viewed as a resource that improves the students' learning experiences (Blaschke & Bedenlier, 2020). It uses a Learning Management System (LMS), such as Moodle, which serves as a center for course announcements and a secure environment for its components. The primary learning environment is the open companion website, an example is Google Sites. It includes precise task instructions, course materials, and task and support tools. The main purpose of having an open companion website was to allow students to access the course materials (Parker et al., 2013).

In the Philippines, the education sector is highly affected by the pandemic. The new normal should be taken into consideration upon providing quality education to learners (Tria, 2020). Online learning has become an alternative option, especially during this Covid-19 pandemic for education to be given without the risks. The most significant cost of online learning is the internet connection, it costs a lot since it depends on the internet (Madya, 2021).

The most significant benefit of online learning and working from home using an online system is an increase in working flexibility to reach goals and objectives, as well as a decrease in time and expense due to the flexibility of learning online at any time, any place (Hiranrithikorn, 2019). Learners can access information through different media. They can access different libraries and databases. With email and other various communication apps, it allows students to have discussions forming ideas at various times, and reply at their convenience (Yuhanna et al., 2020). Online learning is an effective and modern means of learning to suit the educational goals of students during the pandemic. It has been discovered that using an online learning system to meet the educational demands of learners who are unable to leave their homes during a pandemic such as COVID-19 would be beneficial (Hussain et al., 2020).

The majority of students have problems with the use of technology in the online learning process. It was deemed critical that the learner be equipped with the necessary technology entities, such as internet access and computers, before beginning the process of online learning (Alshamrani, 2019). And because of obstacles such as lack of equipment, technical know-how, and others, not all schools can conduct online learning/classes. Students and educators would also experience issues with their internet connectivity, none or shared gadgets for online activities, insufficient knowledge on using technical devices, and insufficient knowledge on conducting/attending online classes (Ignacio, 2021).

2.3 Student motivation

Motivation is the driving force behind learning; it is the state that enhances activity vigor, initiates and sustains action, and is the reason we do what we do (Burlakova & Gubanova, 2019). It has a critical part in the persistence and the success of each individual's learning. It suggests that the higher an individual's motivation to learn, the higher their achievement and learning performance will be. Aspirations, students' abilities to learn, students' learning conditions, and the ambiance of the learning environment are all factors that influence learning motivation (Wardani et al., 2020).

Student motivation is critical in the present pandemic scenario, where teachers must cope with the ongoing pandemic situation to adapt to new learning patterns. The more effort put into motivating students to keep them constructively engaged, the more likely they are to cooperate, get interested, and progress (Nagpal, 2020). Students' motivation is a vital component of academic and later-life success, but it is sometimes disregarded by educators. If a high number of students are unmotivated to learn, efforts aimed at boosting the quality and effectiveness of teachers are unlikely to improve students' performance (Filgona et al., 2020). Many factors can influence a student's motivation. Teachers must deal with a variety of challenges, including technical challenges, course structure, and so on. These problems have a significant negative impact on teacher motivation and little if any, good impact on student motivation (Wettergren, 2013).

During the current pandemic, many students may feel a low sense of academic motivation. For many, virtual classes are often difficult, with an overwhelming amount of information to keep track of. The quick implementation of online learning owing to the COVID-19 epidemic has an impact on students' motivation to learn. To prevent the virus from spreading, all schools are closed for face-to-face classes (Avila, 2020). Assessments are extremely difficult for students to study for since deadlines are iffy, assignments are confusing, and exams are extremely difficult to study for. For many students, "campus life" fuels their academic motivation as well as their overall well-being. Intrinsically or extrinsically, motivation is affected. However, due to the coexisting case, the intrinsic motivation that is indicated has a greater impact on students' online learning involvement than its counterpart (Gustiani, 2020).

Rather than depending on extrinsic motivators like grades and awards, teachers have long attempted to foster an intrinsic desire in their students. However, at a time where many people are feeling more pessimistic than hopeful, motivating students may seem like a hard order (Cambium, 2020). Students' participation in a task is influenced by intrinsic and/or extrinsic motivation. Intrinsic motivation refers to the factors that include a student's curiosity or interest. When it comes to extrinsic motivation, students tend to perform to reach a goal, grades, or praise that are often associated with the task (Dunggal et al., 2021).

3. Research Design and Methodology

3.1 Research Participant

This study is focused on determining and understanding the motivational levels of senior high school students.

The researchers used the Purposive Sampling Method by Fraenkel, Wallen, Hyun (1993) to pick out the respondents. It is a non-probability sampling method that selects or determines the research respondents based on specific characteristics and is constructed for a very specific need or purpose, based on criteria set by the researcher, that the respondents had to be senior high school students in Tacloban City, Ormoc City, and Palo of Leyte; and Taft and Can-Avid of Samar.

3.2 Data Gathering Procedure

Before the actual data gathering, the researchers first reached out to respondents for an initial talk regarding the data gathering. During said time, the researchers asked for their cooperation in conducting the research.

The researchers also sought permission to conduct the actual data gathering at the specific locale chosen by the researchers. These permissions included a letter of consent; which with ethical consideration verified that there would be no harm done to them and that they are willing research respondents, this also ensured that they would be granted anonymity and utmost confidentiality for their participation. Before the gathering of data, the researchers also conducted a pilot test to ensure the validity and reliability of the survey questionnaire. This pilot test took place among the senior high school students of the STEM strand of Leyte Normal University-Integrated Laboratory School.

After pilot testing, as well as integrating the appropriate revisions to the questionnaire, the researchers then conducted the actual data gathering. Each identified respondent was sent a link to the survey questionnaire which was immediately collected by the researchers when answered completely. The data collection lasted for 7 days.

3.3 Data Analysis Technique

The researchers used a mixed analysis of thematic analysis, narrative analysis and content analysis in examining the data.

The data obtained from the respondents was organized and tabulated by the researchers with the use of Descriptive Statistics. The answers provided by each respondent were cross-tabulated with the data obtained and the demographic profile of the respondent. It was then utilized to determine the relationship of the data and identify the specific proposed at the end of the study.

3.4 Pilot Testing and Revisions

With the motive of ensuring the validity and reliability of the survey questionnaire, pilot testing was conducted by the researchers before the data gathering. The pilot testing is done among a number of grade-11 STEM students in Leyte Normal University- Integrated Laboratory School.

The pilot testing results have helped make revisions, mainly on the formatting of the survey questionnaire in the google form platform. Revisions such as the ability of non-minors to omit the parents' consent form, and the division into two sections of the question to separate online class taking respondents and modular class taking respondents are made. The pilot testing results also showed short unelaborated answers; thus, the questions were modified for respondents to add details to their answers. Follow-up questions were also added for specification.

4. Results and Discussions

4.1 Demographics of Participants

The findings of this qualitative study are based on the voluntary responses of 31 senior high school students to a questionnaire.

Respondents attending online classes are predominantly female and between the ages of 16 and 20. STEM is the most common strand among respondents, followed by TVL, ABM, and GAS. Half of the respondents are in grade 11 while the remaining half is in grade 12. The respondents are from Tacloban City, Palo, Ormoc City, Taft, Can-Avid, and with no respondents from Basey, Samar. Respective schools and universities are from the same city and municipality. The institutions and universities of the respondents are all located in the same city and municipality.

Respondents having modular classes have more males than females. The participants range in age from 16 to 22 years old. STEM is the most common strand, followed by ABM and GAS, with more than half of the responders in grade 12. Tacloban City has the most respondents, followed by Ormoc City, Taft, and Can-Avid. The respondents' educational institutions and universities are all in the same city and municipality.

4.2 Research Questions

1. Why are there changes in the motivation levels of students in modular classes and students in online classes?
2. What are the changes in motivation levels of students in modular classes and students in online classes?
3. How do the effects of low/high motivation levels affect the student's academic performance?

4.3 Research Results

Upon the data gathering and analysis, the researchers have found 7 major themes from the research data. The following are some of the significant themes that emerged from the study's findings:

- Theme 1: **Lifestyle changes** affect the motivation levels of students.
- Theme 2: **Interactions** cause changes in the motivational levels of students.
- Theme 3: The new normal has a more **negative impact** on the students.
- Theme 4: **Accessibility** with the new learning mode.
- Theme 5: The **level of motivation** affects the students academically

Themes 1 and 2 address the first research question which is "Why are there changes in the motivational levels of students in modular and students in online class?". Themes 3 and 4 answer the second research question which is "What are the changes in motivation levels of students in modular class and students in online class?". Theme 5 answers the third and last research question which is "How do the effects of low/high motivation levels affect the student's academic performance?". Individual themes are further discussed below.

4.3.1 Lifestyle Changes

The changes in motivational levels of students in modular and online classes vary in every respondent. They differ in what environment surrounds them and how they cope with their responsibilities. Using new learning modalities in the education system, students' motivation levels were found to be affected by their change in lifestyle in the new normal.

Many respondents stated that they were not adjusted to the government's new education system because they were used to going to and from school every weekday. According to respondent 30, "It was a huge adjustment getting used to learning at home rather than in school". Respondent 17 expressed that they were devastated because they can't meet their new classmates and that they can't learn by themselves, with several respondents having the same answer. Respondent 10 on the other hand, was hoping to get accustomed to the new learning system. Respondent 25 stated that, before Covid, they would easily wake up in the morning and mainly focus on school the whole day, motivated to learn and not have to worry over other things. With the implementation of the new learning system, they added, "Now, since the learning system is so flexible, I end up sleeping more and procrastinating more therefore having less time to retain actual information and concepts from my modules with many distractions, requiring more motivation just to get out of bed and to focus on things I have to do."

Respondents from grade 11 found it even harder to adjust in Senior High and claimed that they were overwhelmed with their new lessons and activities. Respondent 16 discussed the difficulties they had with online learning, "I don't know if it is just me or because of the grade level I'm in but I think classes in this kind of setting are more stressful. In my case, activities from teachers don't end. It's stressful because whenever I get to breathe for being able to finish tons of activities, another one or two comes again. And the way I cope with this is to just DO IT. Sometimes I cram, I cry, or try to forget it, but in the end I still need to pass what was asked for so I just do it." Respondent 8 shared their initial thoughts on modular learning, "At first, I was fine with the new learning system because I answer my modules at my own pace and we, modular students, aren't required to attend online classes which is nice because the thought of attending online classes makes me very anxious. But as time passes, I realize that the new learning system isn't as effective as face-to-face classes."

But not all students have much difficulty with learning at home. Respondent 23 stated, "I can cope with it just fine, I still learn the same way as when there were still face-to-face classes although with some challenges along the way." As a student under modular learning, Respondent 24 stated, "Despite my fears and nervousness for this set up of learning, I am coping really well with my classes. Since I am a modular student, I work at my own pace in the constraint of the given time to work for our learning activities. Furthermore, the deadline for modular students is lenient since the deadline for submission tends to be moved to another date. Also, we were not required to attend any virtual classes which helped a lot in giving us more time. However, there were hurdles that I have experienced which made it a bit harder. Since we were not required to attend virtual classes, we had to learn on our own. That was a big problem for the specialized subjects in my strand, such as General Chemistry, General Physics, etc. Even though teachers would give us pre-recorded classes to watch later (and we were allowed to message them if we have clarifications), it was hard to understand the concepts for these subjects, especially on your own."

4.3.2 Interactions

Along with lifestyle changes, the change in the everyday mode of interaction is also noted to affect the motivation levels of the students in modular and online classes. The theme of interaction can be descriptively classified into two sub-themes: (a) Feedback; and (b) Personal Relations.

A. Feedback

A number of respondents highlighted how the new mode of learning has caused restrictions in attaining adequate feedback from both teachers and peers. The respondents were asked through the questionnaire if there were changes in their motivation now and before the new mode of learning. Respondent 3 said, "Yes. In modular classes, you can't know if you are learning correctly as there is no one to provide feedback. Unless the module is returned with appropriate criticism". Respondent 17 expressed the lack of feedback from his classmates. He said The motivation that changed during online classes and before was that it was stronger than before. I don't know why but based on my experience everything I do during the online classes is just for the sake of finishing it and nothing more. Unlike before, where many things go with being able to pass a project, like brainstorming, inspirations, interaction with others." Respondent 28, a student taking a modular class, also said that his motivation before was higher as he was pushed to get up early, participate in classes, and interact with peers.

The factors affecting their motivation were also asked among those taking online classes. Respondent 15 answered, "I want to learn more but our teachers usually don't conduct classes and only give out a set of activities so I don't get the lessons". Another student taking online class, Respondent 21, "connection between student and teacher." He then added that there are times he is left behind and that he does not receive any replies when he contacts his teachers through the messenger app. The same question is also asked of the students taking modular classes. Respondent 3 said, "Lack of feedback and companionship. There is no one to correct my mistakes and no one I can learn with."

The respondents' motivation has been impacted by the lack of feedback in the classroom. This includes the encouragement that is present in the classroom or learning setting. According to Abraham Maslow's Hierarchy of Needs Theory, basic needs must be addressed first before people become more motivated to pursue and reach higher levels of needs. The fourth level of Maslow's hierarchy of needs is esteem, which refers to the urge to build one's confidence and acquire others' respect. This is attained in the learning setting with the right feedback from both teachers and classmates.

B. Personal Relations

Several respondents have expressed and highlighted how the lack of personal interactions with other people has harmed their motivation, with the inclusion of their mental and emotional wellbeing. Respondent 5 said, "Before online classes, I go to school with so much to look forward to including seeing my friends, meeting people, and after class walks. With online classes, I am confined in my home in isolation and less human connection. Boredom and lack of social-connectedness played a huge part in shaping my view of the education system I wasn't always accustomed to." Respondent 9 also had the same views who said, "studying at home makes me very very lazy and quiet/boring. Studying before makes me so excited because I will be able to meet my friends/classmates at school even though we were bombarded by the schoolwork that was given to us." Respondent 30 noted that his motivation before the new mode of learning was to go to school and have an ideal learning environment with peers.

As mentioned, the lack of interaction with personal relations has impacted the mental health of students. Respondent 16 said, "I think the greatest factor that affected that motivation is the place where I'm in. Being alone in the house and not being there with classmates and friends contributes greatly especially in the mental and emotional side of motivation. Because for me, the feeling of lonesome is very strong that it takes over everything". Respondent 8 noted that the interaction with friends physically is different from communicating virtually.

In comparison, respondent 19 expressed how personal relations have caused damage to his motivation and mental health. The respondent added, "Also if there is conflict in the family, I do not get motivated at all because of my overwhelming emotions during that moment. Furthermore, my mental health affects my motivation because if I am not feeling the best in my mind, I do not feel as if I can accomplish a school work immediately (or even just do it)."

The results can be related to Abraham Maslow's Hierarchy of Needs. The safety of one's health, the love/belonging received from both family and peers, and esteem helped by personal relations are levels that must be satisfied to reach higher levels of needs. Alderfer's frustration-regression principle is also present to some respondents as this principle states that when a higher-order need cannot be met or it is simpler to meet a lower-order need, the individual regresses to the lower need.

4.3.3 Negative Impact

Education is the top priority of every individual as it is essential, and with the current set up of learning in the new normal, it has caused a negative impact on the students, especially on their motivational levels. The researchers used Google forms as a survey material to assess the negative impacts on the students and a lot of respondents had common answers such as "lack of learning materials", "lack of companionship", "time and due dates".

With this data, the researchers are able to explain the negative impact of the new normal on students. Starting with online classes, let us assess each one by starting with the lack of companionship. A lot of students would excel better when they are with friends as it helps them gain knowledge and also share their ideas. It was also mentioned by the respondents that being with friends makes them enjoy the lessons more compared to being alone. The next one is time and due dates, each student has his own responsibilities and with the current set up in the new normal, they lack time to attend to their studies and submit tasks aligned with the due date as they also have chores at home and they can't seem to balance both well, affecting their performance in school.

Students who are dealing with modular learning have more struggles compared to students in online classes as they don't have interactions with the teacher which results in them constantly asking themselves if they really learned something. Among all the gathered responses, the following are the common answers: "laziness", "slow internet connection", and "easily getting distracted". Let us describe each factor starting off with laziness. This factor causes a negative impact on the student as it greatly affects his performance in school and everyday life. Slow internet connection is the second factor that affects the students motivational level as if the internet is slow, it may result in being lazy and not having the strength to submit his tasks on time or not submit it at all. Lastly, is easily getting distracted which affects a student negatively in a way that he would tend to turn his attention to other things rather than being focused on his tasks.

The negative impacts of the new normal have been laid out and the researchers can now see that these belong to the factors that affect the student's motivational level whether he is dealing with modular or online classes.

4.3.4 Accessibility

DepEd announced that there would be no face-to-face classes because of the threat of COVID-19. New learning modalities will be applied, which are modular learning and online learning. It would mean the students would make adjustments and would use new materials.

Five respondents who are taking online classes say they are okay with online learning. Respondents 14 and 27 find online learning to be easier. "Actually, I'm more motivated to study now that everything's online. Things are much more different now, and it made things easier for me," says Respondent 14. Respondent 17 says that their school uses a Learning Management System (LMS), where it runs smoothly and is easy to use. They share that the teachers attended seminars for the new learning modality. Respondent 16 says they are happy because learning would be in the comfort of their home. But it would become difficult when the internet becomes unstable. It is the same for Respondent 24, where they felt good about the new learning system. It would become a problem as the internet connection would go unstable.

Unstable connection is a problem amongst the respondents; 7 respondents share that they experience this. 6 of the respondents say this affects their motivation, which affects their academic performance. Respondent 19 did not approve the new learning system because of this. Saying, "I was not really approved since I have slow wifi, but I was able to find a way." Respondent 15 says they can not open their Learning Management System (LMS) to check if there are any new activities because of the unstable internet. While Respondent 30 says that the unstable network doesn't affect their motivation that much. And although Respondent 21 is a modular student, they experience this too, which affects their motivation greatly.

Modular students are provided with self-learning modules, but there are cases where they find it difficult to teach themselves. But they can answer at their own pace. Respondent 9 says, "...I answer my

modules at my own pace, and we (modular students) are not required to attend online classes, which are nice.” Respondent 3 also said that they can learn at their own pace, but it is still difficult since no one teaches them. 5 respondents share that self-learning is difficult for them. Respondent 18 felt devastated upon hearing the news of the learning modality that will be used since they can not learn by themselves. It resulted in them becoming lazy and cramming their work. Respondents 4 and 23 say that they do not know their mistakes because of the lack of feedback; why they feel like they are not learning. Respondent 25 said that although they can learn at their own pace, they had to learn on their own. It would become a problem for specialized subjects. They then said, “it was hard to understand the concepts for these subjects, especially on your own.” This was the same as Respondent 1, who is taking up online classes. They said, “I was disappointed at first because I will not have an actual experience of activities inside the laboratory and lessons taught within the premises of the school that can affect my way of learning.”

Other things connected to accessibility are the learning materials, place to study, and school supplies. Respondent 25 says this affects their motivation the least, and these materials are usually doable. Respondent 18 lives far from their school regarding the learning materials or modules, so they usually submit beyond the deadline. They share that this isn’t much of an issue since their teacher lives in their hometown and they are okay with the respondent not submitting on time. While Respondent 29 said looking for a place to study isn’t an issue. Respondent 21 experiences a lack of school supplies, but this doesn’t affect their motivation that much.

4.3.5 Level of Motivation

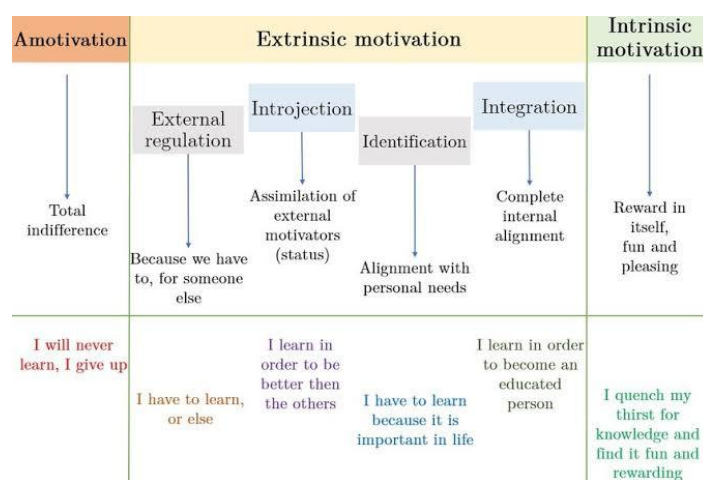


Fig. 1. Motivational Spectrum

The nature of motivation is that it is a tool that is crucial to a person's behaviour and will to pursue something; in the case of senior high school students, given how motivation is, it would directly affect their academic performance when it reaches certain levels.

Based on the results that we received, 58.33% of the respondents for the students who had Modular classes had low motivation while those with high motivation were at 25%, and those with moderate or changing motivations were both at 8.33%.

Meanwhile, the respondents for the students who had Online classes had both low motivation and high motivation at 33.33% while those with moderate motivation were at 22.22% and those with changing motivations or those who claimed to be neutral were also both at 5.56%.

A. High Motivation

Having a high motivation usually increases the students' enthusiasm for the activities that are presented to them. They will eventually exert their full effort, time, and energy if they are motivated to achieve something by completing the tasks.

Many of the respondents whether they were modular or online seem to have high motivation when they have a certain goal in mind. Respondents 8 and 10 from the Online Classes section emphasizes that they are

studying hard for the sake of achieving good grades for their future careers, same could be said for Respondent 3 and 12 from the Modular Classes who express that the notion of reaching their goals by working and doing well on their tasks for school raises their motivation constantly which helps them further achieve what they are aiming for. Most of them seem to land on either the Identification part of the Motivational Spectrum where motivation comes from self-endorsed goals that benefit one in achieving their goals or the Integration part of the Motivational Spectrum where one's goals align with personal values and congruence.

Though some land further to where Intrinsic Motivation is, which is when motivation stems from interest, enjoyment, and/or self-satisfaction. Respondent 12 from the Online Classes claims to be enjoying school a lot which is why their motivation stays high and he is doing quite well because of that.

B. Low Motivation

It is not a surprise that the complete opposite happens when one has low motivation, they display lethargic responses for activities being given out. They will act in a lackluster fashion, performing the bare minimum (sometimes below) of what's tasked to them.

The respondents who claimed to have low motivation either fell to the Amotivation part of the Motivational Spectrum or External Regulation part of the Motivational Spectrum.

Amotivation; those respondents who don't seem to understand the lessons, seem to be having a hard time coping with the new normal, or generally don't seem to care about school anymore at this point. Those respondents from the Modular Classes have voiced that they were unable to adjust well, they cannot finish the modules on time, and their will to work isn't strong at all. Meanwhile, those respondents from the Online Classes expressed that they did not have the energy to finish requirements, they spared no effort to do what they did and this affected their grades badly. Respondent 6 from the Online classes divulged that because of their low motivation they have failed to submit before deadlines and sometimes failed to submit anything at all. The same could be said for Respondent 13 from the Online Classes who confessed that due to their low motivation they were prone to giving up on completing their tasks very easily. Respondent 5 from the Modular Classes explained that they had a hard time learning from the modules being given out to them because of the amount being churned out that made it seem like an "endless assignment" to them.

External Regulation; this is when respondents mostly finish their tasks for compliance sake. They make sure to work on them for the sake of grades so that they don't fail or so that they can finally finish school and get everything over with. The respondents with low motivation that fell to this part of the Motivational Spectrum all follow through the same reasons for completing projects or submitting their assignments, they do it because they need to pass something for the sake of complying. Respondent 1 from Modular Classes and Respondent 2 from the Online Classes expressed that they had the mindset of "as long as I pass" for the sake of their grades. Then there was Respondent 4 from the Online Classes who confessed to having a mantra of "Konti nalang, matatapos na to. (Just a bit more, this will all soon be done.)" which was supposedly their way of pushing themselves to work on their tasks.

C. Moderate Motivation

However, some people's motivation borders in-between high and low. They claim to have a moderate level of motivation, not too high and not too low, just the right amount. They can work just enough to receive a good grade but many have confessed they could've done better.

Some of the respondents who labeled themselves in this category seemed to have also landed on the External Regulation part of the Motivational Spectrum just like the others from the Low Motivation category. They also do their tasks for compliance sake, the main difference, however, is the fact these people have expressed that they received very decent grades but they knew they could've gotten something higher if they had a higher motivation to do their tasks. Another difference is that some finished their tasks early to get rid of the hassles of worrying over said task when the due date was arriving while others were the opposite of that, they seemed to only work when the deadline fast approached them. Respondent 1 from the Online Classes was one of the respondents who would usually start complying when the deadline is soon to pass while Respondent 5 from the Online Classes was someone who would rather do all the work now to relieve their burden of schoolwork. Respondent 8 from the Modular Classes confessed that their current motivation level made them "strive to finish this school year" even though it sometimes made them "pass requirements just to pass, not learn."

Those that did not fall to the part of the spectrum above for this category fell through the Introjection part of the Motivational Spectrum, which orbited around one's ego and the approval of others. The respondents here seem to be doing their work because of pressure from many different factors (some being their parents' expectations, peer pressure, or self-imposed goals and obligations). Respondent 7 from the Online Classed confessed that it pressures them in all honesty.

D. Changing Motivation

Of course, given that there are people with high motivation and low motivation some flit about those two categories, or in other words, they change from time to time (usually depending on the person's mood). Having motivation that constantly fluctuates brings about a randomized outcome from either the high or low categories since this type of motivation seem to suggest that a person's motivation will move to either side of the spectrum abruptly, however, it only seems to stay within the External Regulation part of the Motivational Spectrum.

The respondents who chose this category experienced no effects on their academics or felt greatly affected by it. Respondent 9 from the Modular Classes explained that their "current motivation didn't affect" their academic performance instead it affects their "procrastination" habits. Meanwhile, Respondent 16 from the Online Classes found it "tiring" to continue with school and whatnot, they were only pushing forward for the sake of finishing everything and getting a decent grade.

E. Neutral

The ones mentioned so far are high, low, changing, and moderate motivation. All of which are within the Motivational Spectrum but some don't fall into said spectrum at all. They claim to be neutral, wherein they seem to experience no changes to their motivation which has not leaned onto high or low motivation from the start.

Respondent 17 from the Online Classes expressed that they were probably neutral in this regard, especially since they did not experience any changes to their motivation for school.

Though from what they seem to be expressing they seem to fall to the Amotivation part of the Motivational Spectrum.

5. Conclusion

The pandemic caused lifestyle changes affecting the motivation level of students taking modular and online classes which differs by what environment surrounds them and how they cope with their responsibilities. In contrast to a few students who are able to cope well, it is stated that because students were accustomed to going to and from school every weekday, they struggled to adjust to the government's new educational system, wherein students are overwhelmed with new lessons and activities and are more inclined to procrastinate or give minimum effort. The new form of learning has limited the students' ability to receive sufficient feedback from teachers and peers. It has limited the ability to brainstorm, interact, have experiences connected to the pursued field, and create personal relationships such as friendship. Lack of companionship and conflicts present in the family affects the mental health of students which consequently affects their motivation to attend and accomplish tasks in both modular and online classes.

The new learning modes have taken a toll on the student's motivational levels which greatly affected their mental health and academic performance. A lot of students often question themselves if they learned anything or are only submitting to comply as it is the norm. Internet speed, lack of resources, and time management are only some of the many factors that have a big impact on the student's performance in the new normal. Material objects affect the motivation of students. Those with ease of access show enjoyment, while those who lack show dissatisfaction. And although they are provided with the needed materials, modular learners show discontent with it.

The nature of motivation is that it is a tool that is crucial to a person's behaviour and will to pursue something; in the case of senior high school students, given how motivation is, it would directly affect their academic performance when it reaches certain levels. Those with high motivation levels exert their full effort, time, and energy while those with low motivation levels display lethargic responses for activities being given out and will act in a lacklustre fashion, performing the bare minimum. Though some border in-between high and low, and some people's level of motivation constantly fluctuates from high and low, while some have

unchanging motivation levels claiming to be neutral. The students who had Modular classes have significantly lower motivational levels compared to those students who had Online classes.

6. Recommendations

For future studies, the researchers recommend a face-to-face interview to avoid misinterpretations of the questions and ensure clarity of answers. In addition, contact numbers or immediate contact information besides email should be included in the respondent's profile for easier communication in case issues arise regarding their responses. For a broader result of data in connection to the inclusivity of senior high school students, all or more variety of senior high school strands must be included.

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