

Autonomy Support and Intrinsic Motivation Among Grade 4 Students

¹Maximo G. Asumbrado (Researcher)

²Remigilda Gallardo (Co- Researcher)

Abstract:- This study explores the relationship between autonomy support and intrinsic motivation among Grade 4 learners. Utilizing a descriptive correlation research design, data was collected from 100 Grade 4 students in Davao City using an adapted survey instrument. The study evaluates three autonomy support indicators: providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities. Results demonstrate a remarkably high level of intrinsic motivation among Grade 4 learners, with very extensive mean scores for enjoyment, interest, and perceived competence. The overall mean of suggests a widespread manifestation of intrinsic motivation within the sampled population. The subsequent analysis confirms a significant positive correlation between autonomy support and intrinsic motivation, rejecting the null hypothesis. The study further identifies that providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities significantly influence intrinsic motivation. These findings hold implications for educational policymakers, school leaders, teachers, and learners, emphasizing the importance of integrating autonomy-supportive practices to enhance intrinsic motivation in Grade 4 classrooms. Future researchers are encouraged to explore the specific factors contributing to high levels of intrinsic motivation and its long-term impact on diverse student populations.

Keywords:- *Autonomy Support, Intrinsic Motivation, Grade 4 Learners, Meaningful Choices, Input and Feedback, Rationale for Tasks and Activities.*

I. INTRODUCTION

Autonomy support and intrinsic motivation are two key factors that can influence learning outcomes among Grade 4 learners. Autonomy support refers to the degree to which teachers provide students with choices, involve them in decision-making, and support their independence in learning. Intrinsic motivation, on the other hand, is the internal drive to engage in an activity for its own sake, rather than for external rewards or pressures. Understanding the relationship between autonomy support and intrinsic motivation in Grade 4 learners is important for educators and policymakers seeking to improve student outcomes.

In Davao City, as in many other urban centers in the Philippines, students face challenges such as overcrowded classrooms, inadequate resources, and limited access to

technology. These factors can make it difficult for teachers to provide autonomy support and may negatively impact students' intrinsic motivation and academic achievement.

Despite the challenges, understanding the relationship between autonomy support and intrinsic motivation is crucial for improving educational outcomes among Grade 4 learners. By identifying strategies for supporting student autonomy and fostering intrinsic motivation, educators and policymakers can help to create a more engaging and effective learning environment.

The study titled, "Autonomy Support And Intrinsic Motivation Among Grade 4 Students" was conducted to investigate which indicators of autonomy support significantly influence intrinsic motivation among Grade 4 learners. The research questions center around the extent of autonomy support and intrinsic motivation among Grade 4 learners, the relationship between autonomy support and intrinsic motivation, and which specific indicators of autonomy support exert a significant influence.

The study recognizes the importance of investigating the relationship between autonomy support and intrinsic motivation among Grade 4 students. It emphasizes the value of understanding how providing support for students' autonomy can influence their internal drive to learn and engage with educational activities. By exploring this connection, the research aims to shed light on the ways in which fostering an environment that supports autonomy can enhance students' intrinsic motivation, thereby potentially improving their overall learning experience and academic outcomes. This examination is crucial as it contributes to the broader field of educational psychology, offering insights that can inform teaching strategies and classroom practices to better support young learners.

The findings of this study have significant implications to DepEd officials by providing insights into effective strategies for enhancing intrinsic motivation among Grade 4 learners through autonomy support. School Heads can also benefit from this study as this study offers practical implications for fostering a positive educational atmosphere. This study can benefit Grade 4 teachers by gaining a deeper understanding of the pivotal role autonomy support plays in fostering intrinsic motivation among their students. The findings can provide Grade 4 learners as it sheds light on the factors that contribute to their intrinsic motivation. By fostering autonomy support within the classroom, learners may experience a more engaging and enjoyable learning

process, potentially leading to increased academic achievement, self-esteem, and a lifelong love for learning. . Future researchers benefit from the study's contribution to the existing body of knowledge on autonomy support and intrinsic motivation.

In conclusion, this research was undertaken to thoroughly investigate the connection between autonomy support and intrinsic motivation among students. The study aimed to delve into how providing an environment that encourages and supports students' sense of autonomy can influence their intrinsic motivation to engage in learning activities. By examining this relationship, the research sought to uncover the underlying mechanisms and factors that contribute to enhanced motivation when students feel a greater sense of control and independence in their learning processes.

II. METHOD

The research design utilized in this study is descriptive correlation employing a survey method. Employing a descriptive correlation research design is optimal for this study as it facilitates the exploration of the relationship between autonomy support and intrinsic motivation among Grade 4 learners. The descriptive aspect of this research design enables the collection of comprehensive and detailed data regarding autonomy support and intrinsic motivation among Grade 4 learners. This data can aid in developing a thorough comprehension of the research problem and identifying effective teaching techniques that foster intrinsic motivation and autonomy support among Grade 4 learners. Furthermore, the correlational aspect of this research design permits the investigation of the relationship between autonomy support and intrinsic motivation, which constitutes a central focus of this study.

In this study, the participants were 100 Grade 4 students from selected schools in Davao City who will answer the survey questionnaire. The sampling procedure used in this study was random sampling technique. Random sampling technique is an effective method of sampling because it ensures that the sample is representative of the population, and thus the results of the study can be generalized to the population. The researcher obtained a list of all Grade 4 students from Dela Peña Narisma Recaño Elementary School located at Bajada La Union San Isidro Davao Oriental District, San Isidro South District. Then, the researchers randomly selected 100 Grade 4 students from the list to participate in the study. By using this method, every Grade 4 student in the population has an equal chance of being selected for the sample, which increases the representativeness of the sample.

In gathering data, the researcher randomly selected 100 Grade 4 students from Dela Peña Narisma Recaño Elementary School in Bajada La Union San Isidro Davao Oriental District, San Isidro South District. This method ensures each student has an equal opportunity for selection, thus improving the sample's representativeness. This Likert Scale was used to interpret the result of the survey.

The study collected data on the relationship between autonomy support and intrinsic motivation using the survey method. By employing questionnaires, the researcher gathered crucial information about how peer interactions and connections within the classroom influence the social skill development and enhancement of instructors. This systematic approach facilitated the collection of responses, allowing for a comprehensive analysis of the link between peer relationships and social skill growth.

III. RESULTS AND DISCUSSIONS

The first theme explores the summary of the extent of autonomy support among Grade 4 learners. The overall mean for autonomy support is 3.98, indicating an extensive level of autonomy support across all indicators. This means that autonomy support among Grade 4 learners is often manifested, indicating that Grade 4 teachers are actively incorporating autonomy-supportive practices in their classrooms. The standard deviation of 0.71 shows moderate variability in responses.

The second explores the analysis of the extent of autonomy support among Grade 4 learners in terms of providing meaningful choices. The overall mean for providing meaningful choices is 3.76, with a standard deviation of 0.88. This means that the autonomy support among Grade 4 learners is often manifested, indicating an extensive level of autonomy support in this aspect. This may mean that the learners perceive a substantial degree of autonomy support in the form of meaningful choices.

The third theme explains the extent of autonomy support among Grade 4 learners concerning encouraging student input and feedback. The overall mean for encouraging student input and feedback is 3.95, with a standard deviation of 0.68, indicating an extensive level of autonomy support in this aspect. This means that autonomy support among Grade 4 learners is often manifested. This suggests that the learners perceive a substantial degree of encouragement for their input and feedback.

The fourth theme provides an analysis of autonomy support among Grade 4 learners concerning the offering of rationale for tasks and activities. The overall mean for offering rationale for tasks and activities is 4.22, with a standard deviation of 0.63, indicating a very extensive level of autonomy support in this aspect. This means that autonomy support among Grade 4 learners is always manifested, indicating that learners perceive a substantial degree of clarity and purposefulness in the tasks and activities assigned to them.

The fifth theme presents a comprehensive overview of the extent of intrinsic motivation among Grade 4 learners. The overall mean for intrinsic motivation is 4.54, with a low standard deviation of 0.48. This suggests that learners possess a very extensive level of intrinsic motivation across all indicators.

IV. CONCLUSION

In conclusion, intrinsic motivation among Grade 4 learners, as reflected in mean scores indicate a consistent and widespread manifestation of intrinsic motivation across the sampled population. The overall mean underscores the pervasive nature of very extensive intrinsic motivation within this group of Grade 4 learners. These findings suggest that learners exhibit a strong internal drive, deriving enjoyment from their educational experiences, expressing keen interest in learning, and perceiving competence in their academic pursuits.

As for the extent of autonomy support among Grade 4 learners, the indicators—providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities—yielded mean scores indicated extensive autonomy support. This suggests that learners experience a high level of autonomy support in their educational environment.

The results depict a highly positive and homogenous picture of intrinsic motivation among Grade 4 learners. This prevalence of very extensive intrinsic motivation bodes well for their overall engagement and commitment to learning. The findings put emphasis the importance of nurturing and sustaining intrinsic motivation within educational context.

Grade 4 learners experience extensive autonomy support, as reflected in high mean scores for providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities. This underscores the positive environment fostering autonomy within the educational setting.

In terms of recommendations, the study suggests the Department of Education officials to consider integrating autonomy-supportive practices into educational policies. School heads are encouraged to facilitate professional development opportunities for teachers that specifically address autonomy-supportive strategies. For Grade 4 teachers, the researcher recommends incorporating autonomy-supportive practices into daily instructional strategies. Recognizing the strong intrinsic motivation already present in students, teachers can build upon these foundations by providing meaningful choices, encouraging student input, and offering clear rationales for tasks and activities. Grade 4 learners are encouraged to actively engage with their learning experiences, recognizing the intrinsic motivation already present. Future researchers are prompted to delve deeper into the specific factors contributing to the high levels of intrinsic motivation observed in Grade 4 learners.

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