



Motivational Factors on Learning in a Constructivist Classroom: A Strategy on Learning from 21st Century Learners

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Abstract: The purpose of this study was to investigate the motivational factors on learning and teaching strategies employed by the teachers who were confirmed and preferred by the students as effective strategies in dealing with the 21st century learners. This research employed a descriptive research design using survey and naturalistic observation, and the instruments used to collect data were mainly survey questionnaires, Focus Group Discussion (FGD), and interviews. A total of 158 students and five (5) SHS teachers, and a school principal were chosen to participate in this study using the purposive sampling method. Data collected were analyzed using descriptive statistics (quantitative data) and thematic analysis (qualitative data). The study revealed several salient features; firstly, the motivational factors on learning of SHS students are (1) subject learning value, (2) achievement goal, (3) active learning strategies, and (4) learning environment simulation that will help to positively improve their learning experience inside the constructivist - informed classroom. Secondly, the teaching strategies employed by teachers and preferred by SHS students are activities that help students (a) share or collaborate ideas, (b) simulated and experiential learning, (c) a strategy for speaking and self-confidence development, (d) classes with technology integration, (e) develop the students' sense of responsibility on their own learning and (f) teachers' capacity to teach. In conclusion, it is a necessity for teachers dealing with 21st century learners to identify the motivational factors on learning (NEEDS) and to apply the desired teaching strategies (WANTS) to the students.

Keywords: *Motivational factors, constructivist classroom, 21st century learners, Alegria National High School*

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INTRODUCTION

The 21st century learning is more student-centered, oriented towards lifelong learning and changing in a manner that stimulates holistic development among students. Kiliç-Çakmak (2010) highlighted that to be successful in the learning process, students should learn how to learn, use appropriate learning strategies, and keep their motivation high in learning processes. Motivation, on the other hand, is the total of a person's behaviors and expectations in everything that he/she does. The state of being motivated covers behaviors stemming from desires. Another study on the topic by (Kiliç-Çakmak, 2010) maintains that motivated person is the one who integrates his/her knowledge and beliefs with successful behaviors. Additionally, in an educational point of view, motivation can be applied to any process that activates and maintains learning behavior.

A positive attitude towards learning must be developed by the students in order to uphold their active participation in the school. A Green (2002) stated that motivation is the internal state that activates, guides, and maintains behavior. Therefore, it is necessary for educational institutions not only to provide quality education to the students but also

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to reinforce the factors of their engagement in learning as they are the end result of the entire process of educational learning. This is particularly of paramount importance because it indicates that classroom strategies can be used to heighten student motivation towards learning (Sadik, 2016; Wijetunge, 2016).

Consequently, motivation is described as “extrinsic” or “intrinsic” wherein the former refers to doing something because of separable outcome and the latter refers to doing something as it is inherently interesting or enjoyable (Deci & Ryan, 1990). In this study, the needs and wants of students towards learning were identified to maximize the learning experience of students despite of its limitation in terms of resources. In addition, a study of Deci and Ryan (1990) stressed that intrinsic motivation is generally considered to be effective in promoting learning and achievement (Pajares, 1996).

Moreover, various studies have suggested that for effective learning to happen for 21st century learners, they should take an active role in constructing new knowledge; thus, constructivist classroom is deemed essential (Sidney, 2015). The study conducted by Palmer (2005) has analyzed constructivism approach in teaching that was proposed by Jean Piaget (cognitive constructivist) and Lev Vygotsky (social constructivist). Palmer (2005) found that cognitive constructivist was triggered by student experience that can be physical, mental or social activities. Physical experience includes physical interaction with the objects in the environment; mental experience involves thinking about things they observed; and social experiences include interactions with adults and peers. In contrast, social constructivism of Lev Vygotsky emphasized that knowledge is socially constructed and learning takes place in particular social and cultural contexts. In the context of constructivist classroom, the teachers main role is to provide guidance and support to the learners.

Alegria National High School of Mindanao, Philippines is located in a rural area of Alabel, Sarangani Province that has been in operation for 30 years. Despite of its longevity in terms of its existence, there are still issues faced by this institution, such as limited resources (books, learning technologies, and internet connectivity). For SY 2017-2018, it has a total population of 781 students where 168 of them are enrolled in senior high school in ABM and HUMSS tracks. There were five (5) SHS teachers wherein four (4) of them are newly-hired teachers earning education units. The researcher is inspired to know the motivational factors on learning of the SHS students so as to identify what will be the best teaching strategies suited to their needs given the scenario. The researcher hopes that the result of this research will help schools offering senior high school and the newly-hired teachers, especially teachers earning education units to be more effective and efficient in teaching the SHS students. Eventually, the results can then be applied to junior high school of the said school.

Research Questions

This study aimed to evaluate the motivational factors on learning of SHS students as the basis for teaching in Alegria National High School. Specifically, it sought to find answers to the following questions:

1. What are the motivational factors on learning of the senior high school students taking into considerations the following:
 - 1.1 Self-efficacy;
 - 1.2 Active learning strategies;
 - 1.3 Subject learning value;
 - 1.4 Performance goal;
 - 1.5 Achievement goal; and
 - 1.6 Learning Environment Stimulation?
2. What teaching strategies are suited to the 21st century learners as perceived by the senior high school students and teachers?

RESEARCH METHODOLOGY

The Research Design

Descriptive research design using survey and naturalistic observation was utilized to make sure that the motivational factors on learning and teaching strategies employed by the teachers are identified. Data were analyzed using descriptive statistics for the quantitative data (survey questionnaire), and the thematic analysis is utilized for the qualitative data (interview and focus group discussion). Additionally, triangulation technique is also employed because overt observation by the teacher respondents was also considered. Purposive sampling was utilized considering that only the senior high school students and teachers were the participants of the study as this is just the 2nd year on the full implementation of the 12 year basic education program. Moreover, learning resources, such as books, integrated technology which only include Power Point presentation and projector/LED TV, and the internet connectivity are very limited.

The Research Instruments

The six (6) factors of motivation scale survey questionnaire developed by [Tuan, Chin, and Shieh \(2005\)](#) were adapted for the quantitative data. The items were constituted using five-point Likert-type Scales. Items on the scales are anchored at 1 = Strongly Disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree, and 5 = Strongly Agree. The Cronbach's alpha for the entire questionnaire was 0.89 for each scale, alpha ranged from 0.70 to 0.89. Interview guide questions were also constructed for the interview and focus group discussion that were validated by the master teacher of the school. The developed questionnaires were answered by the SHS students, teachers, and the school principal.

The Participants of the Study

Purposive sampling was used considering that only the senior high school students and teachers including the school principal, are involved in the study.

Table 1 *Distribution of Respondents of the Study*

Respondent	Interview	Focus Group Discussion	Survey Questionnaire	Total
Students	0	(40)	158	158
Teachers	5	0	0	5
School Principal	1	0	0	1
TOTAL				164

Note: The students involved in the FGD also answered the survey questionnaire.

Four (4) sets of the focus group discussion were conducted and there are 10 students in every set.

Data Gathering Methods

The researcher did the following steps in gathering the data needed for the study. Firstly, the researcher requested approval from the office of the school principal to conduct the study. Secondly, upon the approval of the Principal, the researcher immediately distributed the survey questionnaires and conducted the focus group discussion for the SHS students. It was followed by an interview to the SHS teachers to provide substantial support on the quantitative results from the students. Teacher respondents were encouraged to give their views and opinions which were all recorded on videos; however, some of the teachers gave their responses in writing due to hectic schedules. Thirdly, the researcher retrieved the instruments as soon as the SHS students have completed answering the survey questionnaire and then transcribed the results of the interview and focus group discussion afterwards. And lastly, the data collected were statistically and thematically analysed.

RESULTS AND DISCUSSION

Motivational Factors on Learning as Rated by the Senior High School Students

The study determined the motivational factors on learning as rated by the senior high school students related to self-efficacy, active learning strategies, subject learning value, performance goal, achievement goal, and learning environment stimulation.

Self-efficacy: Table 2 presents the results of all items under the indicator of Self-Efficacy. The data show that the indicators under this variable from items 1 to 3 have weighted means of $x = 3.81$, $x = 3.07$, $x = 3.78$ respectively, which means they have no opinion on the given indicators. Whereas from items 4 to 7, the students rated disagree, with weighted means of $x = 2.48$, $x = 2.77$, $x = 2.84$, and $x = 2.24$.

Table 2 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Self-Efficacy*

Self-Efficacy	Mean $N = 135$	Description
1. Whether the subject content is difficult or easy, I am sure that I can understand it.	3.81	No Opinion
2. I am not confident about understanding difficult subject concepts.	3.07	No Opinion
3. I am sure that I can do well on different tests.	3.78	No Opinion
4. No matter how much effort I put in, I cannot learn from my subjects.	2.48	Disagree
5. When the subject is too difficult, I give up or only do the easy parts.	2.77	Disagree
6. During subject activities, I prefer to ask other people for the answer rather than think for myself.	2.84	Disagree
7. When I find the subject content difficult, I do not try to learn it.	2.24	Disagree

The data under this variable (self-efficacy) suggest that students are no longer emptyheaded, ones who are deemed to be passive learners waiting to be spoon-fed by the teachers. Due to the presence of technology, such as social networking sites (Google, Wikipedia, etc.), the student can easily access information through the internet. According to the study of Pajares (1996), self-efficacy refers to the individual's perception of his/her ability in accomplishing learning tasks. The data indicated that students have confidence in their learning; though, they still need someone who is knowledgeable, such as teacher, to validate the information they get gained from surfing the internet.

Active learning strategies: Table 3 shows the result of all items under the variable of active learning strategies. The data point out that items 8, 12, 13, and 15 have these corresponding weighted means of $x = 3.83$, $x = 3.82$, $x = 3.93$, and $x = 3.89$, with the description of no opinion, while items 9, 10, 11, and 14 have these following weighted means of $x = 4.00$, $x = 4.19$, $x = 4.10$, and $x = 4.15$ with description of 'agree' on the statements. The data under this variable (active learning strategies) depict that students want to recognize their prior learning in engaging new topic. They would also prefer to have a clarification with the teacher and to their classmates on matters that are not clear to them. The study of Novak, Mintzes, and Wandersee (1998) and Von Glasersfeld (1998) discussed that in constructivist theory, students take an active role in constructing new knowledge. The students will use active learning strategies to integrate prior knowledge with new experience when they perceive valuable and meaningful learning tasks. In that way, students will actively engage with the learning process.

Subject learning value: Table 4 shows the result of all items under the variable of subject learning value. Items 16 to 20 have the following weighted means of $x = 4.48$, $x = 4.31$, $x = 4.19$, $x = 4.20$, and 4.07 wherein students agreed with the statements. Under this variable (subject learning value), the data signify that students would actively engage with the subject if they find the relevance of it to their lives. Subject learning value refers to the perceptions of the students on the contributions of that subject in real-life situations. Hence, it is the task of the teachers to explain clearly to the students why those specific subjects are involved in the curriculum. According to the study of Tuan et al. (2005), subject learning value helps students to develop critical thinking skills, stimulates their own thinking, and lets students acquire problem-solving competency. If they find the value of the subject in attaining their career goals, they will perceive the importance of the materials to be learned.

Table 3 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Active Learning Strategies*

Active Learning Strategies	Mean $N = 135$	Description
8. When learning subjects, I attempt to understand them.	3.83	No Opinion
9. When learning new subjects, I connect them to my previous experiences.	4.00	Agree
10. When I do not understand the subject, I find relevant resources that will help me.	4.19	Agree
11. When I do not understand a subject, I would discuss with the teacher or other students to clarify my understanding.	4.10	Agree
12. During the learning processes, I attempt to make connections between the subjects that I learn.	3.82	No Opinion
13. When I make a mistake, I try to find out why.	3.93	No Opinion
14. When I meet subjects that I do not understand, I still try to learn them.	4.15	Agree
15. When new subjects that I have learned conflict with my previous understanding, I try to understand why.	3.89	No Opinion

Table 4 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Subject Learning Value*

Subject Learning Value	Mean $N = 135$	Description
16. I think that learning different subjects is important because I can use it in my daily life.	4.48	Agree
17. I think that learning different subjects is important because it stimulates my thinking.	4.31	Agree
18. I think the subjects are important to learn to solve problems.	4.19	Agree
19. I think the subjects are important to participate in inquiry activities.	4.20	Agree
20. It is important to have the opportunity to satisfy my own curiosity when learning from my subjects.	4.07	Agree

Performance goal: Table 5 shows the result of all items under the variable of performance goal. Items 22 and 24 have weighted means of $x = 3.67$ and 3.01 , or students rated it as no opinion, whereas item 23 has a weighted mean of $x = 2.96$, which means they disagree with the statement. It is just interesting to note that item 21 got the mean of $x = 4.17$ which means that students ‘agree’ with the statement.

Table 5 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Performance Goal*

Performance Goal	Mean $N = 135$	Description
21. I participate in my subjects to get a good grade.	4.17	Agree
22. I participate in my subjects to perform better than the other students.	3.67	No Opinion
23. I participate in my subjects so that other students think that I am smart.	2.96	Disagree
24. I participate in my subjects so that the teacher pays attention to me.	3.01	No Opinion

Data entail that students are motivated to participate in the subjects because they want to get good grades. According to the study of [Deci and Ryan \(1990\)](#) as cited in the research of [Tuan et al. \(2005\)](#), when students have an achievable goal, they are intrinsically motivated that they intend to accomplish something to satisfy their innate needs for improving their own competence.

Achievement goal: Table 6 shows the result of all items under the variable of achievement goal. The data emphasize that in this indicator, students rated ‘agree’ with all the statements with the weighted means of item 25: $x = 4.12$; item 26: $x = 4.03$; item 27: $x = 4.05$; item 28: $x = 4.22$; and item 29: $x = 4.24$.

Table 6 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Achievement Goal*

Achievement Goal	Mean $N = 135$	Description
25. During the classes, I feel most fulfilled when attain a good score in a test.	4.12	Agree
26. I feel most fulfilled when I feel confident about the content in a subject.	4.03	Agree
27. During the classes, I feel most fulfilled when I am able to solve difficult topics or problems.	4.05	Agree
28. During the classes, I feel most fulfilled when the teacher accepts my ideas.	4.22	Agree
29. During the classes, I feel most fulfilled when other students accept my ideas.	4.24	Agree

The data under this variable imply that students are more motivated in engaging in the learning process if they attain a good score in a test; confident with the content of the subjects; solve difficult topics or problems; and when the teachers and classmates accept their ideas. It was supported by the study of Brophy (1998) which stated that an individual’s goal toward tasks refers to students’ attending the learning tasks for performance goal or achievement goal as cited in Tuan et al. (2005).

Learning environment stimulation: Table 7 shows the result of all items under the variable of learning environment stimulation. Items 32 and 33 got the weighted means of $x = 3.95$ and $x = 3.56$ respectively, which means they have no opinion on the statements; however, students agreed on items 30, 31, 34, and 35.

Table 7 *Motivational Factors in Learning as Rated by Senior High School Students in Relation to Learning Environment Stimulation*

Learning Environment Stimulation	Mean $N = 135$	Description
30. I am willing to participate in my subjects because the content is exciting and changeable.	4.12	Agree
31. I am willing to participate in my subjects because the teacher uses a variety of teaching methods.	4.10	Agree
32. I am willing to participate in my subjects because the teacher does not put a lot of pressure on me.	3.95	No Opinion
33. I am willing to participate in my subjects because my teacher pays attention to me.	3.56	No Opinion
34. I am willing to participate in my subjects because it is challenging.	4.14	Agree
35. I am willing to participate in my subjects because the students got involved in discussions.	4.07	Agree

The data under the variable learning environment stimulation imply that the students are fully engaged in the classroom discussion if the teachers appreciated their performance, the subjects are challenging, and the teachers use a variety of teaching methods. It was attested by the study of Tuan et al. (2005) that students will participate in learning environment stimulation as they presented research finding, such as “teachers pay attention to me” and teachers use a variety of teaching methods.

Teaching Strategies in Constructivist Classroom as Perceived by Senior High School Students

To find the teaching strategies suited for senior high school students, the researcher conducted the FGD using the unstructured-interview guide questions to establish results wherein six (6) themes emerged. The responses of the students were verified by teachers' responses in the interview conducted.

Sharing & collaboration of ideas (group activities/discussion): Group activities are chosen by the SHS students as one of the most effective ways of teaching the 21st century learners. According to the students, group activities are fun because there is sharing/collaboration of knowledge or ideas to avoid confusion on matters that are not well-explained by the teachers. Moreover, this approach is exciting for the students as they are involved in the activities. According to one student respondent:

"I prefer group activities because through this, I can gain knowledge from my classmate and I can also share my ideas and can learn ideas from them."

Another student presented his side saying:

"It encourages us to do reporting because we are confident that our answers are correct as it is a collaborative effort. However, if it is only an individual activity, I am not certain if my answer is correct."

One student added that he preferred group activities for clarification purposes on the topic that is uncertain to him:

"I like group discussion because if I cannot connect with the topic discussed by the teacher, I can ask questions to my classmates for clarification."

Simulated & experiential learning (actual activities & role playing): Another effective strategy for SHS students is simulated and experiential learning, such as actual activities and role playing. The former will let students experience how things will be done and latter is the portrayal of the student on what happened in the past or in the story, respectively. Based on the FGD conducted, students are more interested if it is an actual activity just like simulation activities that will maximize the students exposure to the knowledge or concept on that specific subject. Whereas on role playing, it helps in developing better understanding about the topic, can develop self-confidence as all members in a certain group need to participate, and provide equal opportunities for students to showcase their talents.

It was proven by a response of one student who stated:

"I like role playing because by portraying the actual/real scenario, I can better understand the topic given to us and I can also experience what happened before."

Another student added by saying: "It can help our aloof or shy classmates to participate in the discussion because in role playing every member in the group will participate."

One student even said:

"I preferred role playing because it is like playing; yet, we are learning the topic or subject."

A response from another student emphasized the importance of simulated learning as he stated that,

"to do an actual work just like the business simulation activity wherein the students plan and implement their business plan, it is very realistic and it can help us understand more on the topic."

Speaking and self-confidence development (reporting/recitation): Another theme emerged is reporting/recitation to develop students speaking ability and self-confidence which is usually done after group activities. This is one of the effective strategies for SHS students as it develops self-confidence in presenting their output in class.

A student response says:

"I like to report, especially when I am speaking in front of the class because it helps me overcome my stage fright."

It was supported by another student's idea, saying,

"as what my classmate said, I also preferred reporting because the student will spend ample time for preparation on the topic given. Additionally, all the ideas will not come from the teacher alone."

Furthermore, a response given by one student gave emphasis on the importance of reporting/recitation for developing her self-confidence:

"Recitation will enhance our speaking ability, and as a result, it can develop our self-confidence."

Speaking in front of audiences regardless of its kinds is really nerve-wracking. That is why, SHS students suggested that recitation must be used as one of the teaching strategies to develop in the students the speaking ability which eventually builds self-confidence to do public speaking.

Technology integration (film viewing and Power Point presentation): Another teaching strategy chosen by the students is technology integration using film viewing and Power Point presentation. The 21st century learners termed as digital natives are more interested in the classroom discussion if technology-driven teaching facilities are utilized. This

will not only capture students' interest but also to impose better understanding about the topic. In addition, it caters the visually listening inclined students to maximize their learning capacity.

One student expressed her opinion by saying:

"I like film viewing because I appreciate a topic if there are videos presented. Then after watching it, the teacher will ask us to share our opinions/reflections."

One student even expressed his insight by saying:

"Film viewing is more effective than lecture alone because there are students who are visually-inclined and more on aural as a form of learning. A combination of lecture and videos makes us understand the lesson easily". It was added by another student who stressed: "Teachers will use visual aids using projector and Power Point presentation so that the teachers will not consume most of his/her time writing on the board."

Develop sense of responsibility as student (individual activity/recitation): Interactive teaching strategies are indeed effective for the 21st century learners who prefer to learn by doing. But according to this research, interactive strategies will make those non-active learners to be dependent. Hence, they will not enhance their own capacity to do the task. As a result, individual activities were suggested by the SHS students to be applied inside the classroom so that each student will develop sense of responsibility on their own studies.

A response of students articulated by saying:

"I choose individual activities because if it is only group activities, majority of the members of the group are just dependent on the performing students. Whereas, if it is an individual activity, the student will work hard, even asking other classmates just to learn the subjects."

Teaching capacity of teachers: The Philippine educational reform through the implementation of K to 12 Basic Education Program is possibly the solution towards global competitiveness. This will happen when teachers are well-equipped with necessary skills. Thus, it is imperative for K to 12 teachers to know the characteristics or attributes critical to 21st century education so that they may be able to integrate them in teaching.

During the course of the interview, one student raised his idea by sharing:

"It will depend on the teachers' way of teaching- how they emphasized the lesson to their students. In that way, teachers can capture the focus of the students. In comparison to the teachers who just showed the presentation on the laptop, then immediately conducted quiz, it can cause panic or shock on our part as not all students are fast learners."

Before the end of the FGD, one student said, "for me, the school should apply all the suggested teaching strategies of my classmates because those are different activities that can maintain the interest of students and will not result to boredom."

Students, nowadays, are impatient when it comes to learning due to accessibility of information online. However, despite of those realities, teachers' assistance is still relatively needed to make sure that learning is true and is fully aligned to the needs of the students. With the given circumstances, it is essential for academic institution to make sure on thinking of activities that will help students to go, stay, and finish their studies in school. One way to do that is to make sure their needs and wants were identified. This is to guarantee that the right resources, support, and assistance are given to them because if a certain work is done for students, schools need to ensure that the methods of reaching them out are acceptable to their needs.

Teaching Strategies Suited for The 21st Century Learners as Observed by SHS Teachers

Three (3) themes appeared in the interview with the teachers: Attitude of Senior High School students towards learning, effective strategies to employ, and the role of teachers in a constructivist-informed classroom. Constructivism is the approach of learning where students construct their own learning (learning by doing). Based on the study, constructivism in the classroom is when students are engaged in the learning process. The task is given to them and students uncovered the knowledge or their learning from the activity. Manipulation of student learning is no longer effective; hence, teachers must allow students to discover new learning by giving them activities uncovering their own potentials.

Attitude of senior high school student towards learning: The interview with the senior high school teachers revealed that lecture method is no longer effective to SHS students who are enrolled in rural area just like Alegria National High School. All SHS teachers have the same answer with one of the teacher respondents who stated that: "If you are doing the lecture method, most of the students find it somewhat boring. But if you let them do the tasks, they find it interesting, especially if they themselves are involved in the activity" It was also revealed in the study that even Alegria

National High School has limited learning resources in terms of technology and internet connectivity. Students have the inclination with technology based on observation by the teacher as indicated by this response:

“I observed that students actively learn better when technology is integrated into the teaching-learning process. As a result, students cannot prolong their patience when it comes to studying and learning. They tend to do research on their own.”

Employed strategies: Based on the study, the SHS students are no longer interested in a full lecture (teacher monopoly) approach. Instead, the students should be actively involved in the activities to maintain their interest towards learning. However, interactive activities with technology integration, even using PPT, can capture students’ interest and strengthen their attention in the discussion. Senior high school teachers attested the effectiveness of the emerging teaching strategies chosen by the students.

One teacher respondent said:

“You have to employ certain activities that will help improve their skills as they are named ‘digital natives’. That means you have to employ strategies that will suit to their needs. If the student does not learn the way we teach, we have to teach them the way they learn.”

The statement above was supported by another response from the teacher wherein she suggested strategies that are suited to the learning needs of the senior high school students:

“They have to immerse themselves in the particular situations like symposium, research, and role-playing. These activities made them active or involved in the learning process.”

Role of teachers in constructivist-informed classroom: Considering that 21st century learners are active learners, they themselves will discover the particular competency and information is no longer out of reach due to the presence of technology and social networking sites. Therefore, the teacher’s roles in this type of classroom are the facilitators, motivators, and tour guides in the learning process.

The teacher-respondents highlighted in the interview the importance of students involvement inside the classroom. One of them said:

“Unlike in a traditional way that we (teachers) are the one putting learning to the student, nowadays, the role of the teacher is actually facilitator of learning. The students will be the ones to discover the particular competency to achieve their goal.”

While sharing his ideas about the students’ involvement in the learning process, another teacher gave his opinion about the role of the teacher inside the classroom by stating:

“The role of the teacher in a constructivist classroom is merely a facilitator of learning. He/she serves as the tour guide as the learners try their best to construct the meanings and concepts while doing the activities. The teacher in this type of classroom just allows learners to learn by drawing ideas from their own experiences and connecting ideas from experiences to new ideas they encountered.”

The study conducted by Palmer (2005) found out that cognitive and social constructivism was triggered by students’ experience which can be physical, mental or social activities. Thus, in constructivist classroom, the teachers’ main role is to provide guidance and support to the learners as facilitator of learning.

CONCLUSION AND IMPLICATIONS

Based on the findings, the following considerations must be emphasized in dealing with the 21st century learners regardless of their location, limitations in terms of advancement of technology in teaching and internet connectivity which are found essential in teaching these types of learners;

Motivational Factors on Learning in a Constructivist Classroom

SHS chose the following factors as motivation to positively improve their learning experience in the classroom. Among the six variables given, SHS students selected subject learning value ($x = 4.25$), achievement goal ($x = 4.13$), active learning strategies ($x = 3.99$), and learning environment simulation ($x = 3.99$). Since the K-12 program is just fully implemented in this SY 2017-2018, various challenges hampered its implementation, including the challenge of making students adjust to the fact that these students are supposed to be in their college years as graduates of the 10-year basic education program. However, according to this research, if schools will identify the factors that motivate them to go to school, it will enhance their active participation in K-12 program. These motivational factors on learning were considered “NEEDS” of the students inside the classroom considering that if utilized properly, it will ignite their

interest in learning. As a result, it will create a favorable experience not only to the teachers but also to the students in making constructivist-informed classroom.

Preferred Teaching Strategies as Rated by the SHS Students

The teaching strategies chosen by the students are identified as effective ways to develop constructivist-informed classroom. It includes (1) Sharing & Collaboration of Ideas (group activities/discussion) that will develop interactive learning among students; (2) Simulated and Experiential Learning (actual activities & role playing) which are, for students, just like playing but they are learning; (3) Speaking & Self-Confidence Development (reporting/recitation) help in dealing with the nerve-wracking stage freight presentation; (4) Technology integration (film viewing & Power Point Presentation) enhances students' interest towards learning; (5) Develop Sense of Responsibility as Student (Individual activity) in which students take their studies seriously; and lastly, (6) teaching capacity of teachers that make learning more meaningful to students.

Teachers' Observation on the Attitude of 21st Century Learners

The following were observed from 21st century learners in the rural area just like our school. Students are no longer interested in the teacher monopoly classroom setting. Mere lecture can cause boredom to the students; if not managed accordingly, it will be the reason for dropping out. Also, even with the use of laptop and projector/flat screen, TV was suggested for them to be utilized in the classroom. Only few technologies were mentioned by the students considering that those technologies are only available in the school. More importantly, the teacher's capacity to teach was important for the students; yet, it was not suggested that teachers should take the entire classes talking alone. Teacher's roles inside the classroom are as motivator, tour guide, and facilitator of learning to help students hone the talents they possess and maximize their potential to make them responsible members of the society.

In conclusion, the findings of the study will be of great help for schools offering senior high school, especially in the rural areas and to the newly-hired teachers in promoting constructivist-informed classroom. With proper observation of the students' needs and wants, the teachers will be able to provide not just the learning strategies suited for the students but also for teachers' continuous development. Constructivist - informed classroom will help teachers to explicitly plan strategies in the classroom, to strengthen students' motivation towards learning, and to employ strategies aligned to their needs and wants. In essence, the motivational factors on learning for 21st century learners are considered the "NEEDS" of our students. Whereas, the chosen teaching strategies were the "WANTS" and the teachers observation on the attitude of students towards learning will be applied to DELIGHT the learners. The teachers must delight the students because knowing the motivational factors on learning and the chosen teaching strategies of our students is useless if it is not applied in the classroom.

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