

PERSONAL INCENTIVES AND SELF-REGULATED LEARNING IN ONLINE ENVIRONMENT OF THE STUDENTS

Jessa Y. Torres

Jose Timbol Sr. Central Elementary School Davao Occidental Division, Region XI DepEd Philippines

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Abstract: This study aimed to determine which domain of personal incentives best influences self-regulated learning in an online environment. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on personal incentives and self-regulated learning in an online environment were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level personal incentives is high, the level of self-regulated learning in an online environment is high, there is a significance of the relationship between personal incentives and self-regulated learning in an online environment of students, and domain of personal incentives best influences self-regulated learning in an online environment is Extrinsic Rewards.

Keywords: Personal Incentives and Self-Regulated Learning in an Online Environment, Educational Management, Quantitative Research

1. Introduction

The health crisis urged both instructors and students to adapt quickly to different forms of online learning models. In the case of the implementation of learning continuity plan, asynchronous learning has emerged as a predominant model because of its flexibility in allowing students to learn anytime and anywhere. Although convenient, this type of learning model requires students to exercise a high degree of self-regulated learning (Carter, Rice, Yang & Jackson, 2020).

Self-regulated learning is defined as the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning process. It is how a student manages own learning through organization, self-monitoring, and reflection. These are also known as executive functioning skills, which are skills required to execute tasks independently (Zimmerman, 2008).

However, several students have not developed appropriate self-regulated learning strategies in an online learning environment. This issue brought problems in the learning process among the students since some of these students incorrectly attribute an undesirable outcome to an adopted strategy. Likewise, there are also cases like self-efficacious students have not achieved mastery goals, which add up to issues in an online learning. In some instances, students may not necessarily use appropriate self-regulated learning strategies given their academic needs, and the strategies used are not likely to improve while enrolled in online courses (Ferla, Valcke & Schuyten, 2010).

In the local context, there are students in online courses do not have an idea as to what are the effective self-regulated learning strategies, what they entail, or how to utilize them effectively. Furthermore, teachers may not be aware of ways to promote self-regulated learning strategies in their online classes. It is important to keep in mind that each strategy will need to be adapted to the specific context in which it is employed (Barnard-Brak, Paton, & Lan, 2010).

The problems presented are the experiences of the students in terms of self-regulated learning in online environment. The need to address this issue will ensure better learning opportunities for the students. Hence the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding the relationship between personal incentives and self-regulated learning in online environment as the researcher has rarely come across with the same study on the topic in the local setting.

Research Objectives

This study aims to find out which domain of personal incentives best influences self-regulated learning in an online environment of students. Specifically, this study sought to answer the following objectives:

1. To describe the level of personal incentives in terms of:
 - 1.1 Extrinsic Rewards;
 - 1.2 Intrinsic Rewards, and
 - 1.3 Social Rewards.
2. To ascertain the level of self-regulated learning in an online environment of students in terms of:
 - 2.1 Goal Setting;
 - 2.2 Environment Structuring;
 - 2.3 Task Strategies;
 - 2.4 Time Management;
 - 2.5 Help Seeking, and
 - 2.6 Self-Evaluation.
3. To determine the significant relationship between personal incentives and self-regulated learning in an online environment of students.
4. To determine which domains of personal incentives best influences self-regulated learning in an online environment of students.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between personal incentives and self-regulated learning in an online environment of students.
2. No domain of personal incentives best influences self-regulated learning in an online environment of students.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Personal Incentives

Presented in Table 1 is the level of *Personal Incentives* with the overall mean of 3.73 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *Social Rewards* obtained the highest

mean score of 3.81 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I like the social relationships involved in studies, I have fun with peers as we study, I get honor and praise from my family for passing in my studies/exams, and I get honor and praise from teachers for passing in my studies/exams.

Table 1. Level of Personal Incentives

Indicator	SD	Mean	Descriptive Level
Extrinsic Rewards	0.28	3.68	High
Intrinsic Rewards	0.43	3.72	High
Social Rewards	0.56	3.81	High
Overall	0.46	3.73	High

The indicator Intrinsic Rewards obtained the highest mean of 3.72 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I like studies because we interact with friends while we study, I try to work hard in studies because of the challenges it brings, I like the intellectual challenge brought about by academic work, and I like to solve problems in studies.

Extrinsic Rewards obtained a mean score of 3.68 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I like the rewards that studies bring, I try to work hard because doing well in studies brings high status, and I like to study in order to be the winner in my class.

Level of Self-Regulated Learning in an Online Environment

Presented in Table 2 is the level of *Self-Regulated Learning in an Online Environment*. Computations revealed an overall mean score of 3.64 or *high*, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Goal Setting* obtained a mean score of 3.85 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I set standards for my assignments in online courses, I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester), I keep a high standard for my learning in my online courses, I set goals to help me manage studying time for my online courses, I don't compromise the quality of my work because it is online.

Time Management obtained a mean score of 3.83 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I allocate extra studying time for my online courses because I know it is time demanding, I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule, Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.

Task Strategies obtained a mean score of 3.74 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I try to take more thorough notes for my online courses

because notes are even more important for learning online than in a regular classroom, I read aloud instructional materials posted online to fight against distractions, I prepare my questions before joining in the chat room and discussion, and I work extra problems in my online courses in addition to the assigned ones to master the course content.

Environment Structuring obtained a mean score of 3.64 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I choose the location where I study to avoid too much distraction, I find a comfortable place to study, I know where I can study most efficiently for online courses, I choose a time with few distractions for studying for my online courses.

Table 2. Level of Self-Regulated Learning in an Online Environment

Indicator	SD	Mean	Descriptive Level
Goal Setting	0.85	3.85	High
Environment Structuring	0.81	3.64	High
Task Strategies	0.83	3.74	High
Time Management	0.92	3.83	High
Help Seeking	0.75	3.34	High
Self-Evaluation	0.85	3.45	High
Overall	0.83	3.64	High

The indicator Self-Evaluation obtained a mean rating of 3.45 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I summarize my learning in online courses to examine my understanding of what I have learned, I ask myself a lot of questions about the course material when studying for an online course, I communicate with my classmates to find out how I am doing in my online classes, and I communicate with my classmates to find out what I am learning that is different from what they are learning.

Help Seeking obtained a mean score of 3.34 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I find someone who is knowledgeable in course content so that I can consult with him or her when I need help, I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems, If needed, I try to meet my classmates face-to-face, and I am persistent in getting help from the instructor through e-mail.

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.273 with a probability value of 0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Personal Incentives* and *Self-Regulated Learning in an Online Environment* revealed a computed r-value ranging from .121 to .385 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Personal Incentives* led to the increase in *Self-Regulated Learning in an Online Environment*.

Table 3. Significance of the Relationship between Personal Incentives and Self-Regulated Learning in an Online Environment

Personal Incentives	Self-Regulated Learning in an Online Environment		
	R	p-value	Remarks
Extrinsic Rewards	.248	.001	Significant
Intrinsic Rewards	.121	.012	Significant
Social Rewards	.385	.000	Significant
Overall	.273	.001	Significant

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Personal Incentives on Self-Regulated Learning in an Online Environment

Presented in Table 4 is the regression analysis showing the predictive ability of Personal Incentives on Self-Regulated Learning in an Online Environment Teachers. The analysis shows that when Personal Incentives was regressed on Self-Regulated Learning in an Online Environment, it generated an F-value of 72.84 with 0.01.

The value of this regression is 65.98 with 0.01. It can be stated that Personal Incentives influenced Self-Regulated Learning in an Online Environment. Among the indicators of Personal Incentives only one gave significant influence on Self-Regulated Learning in an Online Environment, which is Extrinsic Rewards, $t=3.25$, $P=0.582$.

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Self-Regulated Learning in an Online Environment

<i>Self-Regulated Learning in an Online Environment</i>				
Personal Incentives	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.3291	0.8715	1.85	0.000
Extrinsic Rewards	-0.05642	0.09881	3.25	0.582
Intrinsic Rewards	0.32481	0.09858	-0.62	0.001

Social Rewards	0.07824	0.08748	0.38	0.865
R	0.826			
R²	0.952			
F	72.84			
p	0.000			

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of attributional charismatic leadership of school heads is high, the level of organizational adaptability of teachers is very high, there is a significance on the relationship between relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers, the domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers is Vision and Articulation.

With considerations on the findings of the study, conclusions are drawn in this section. The level of level of personal incentives is high, the level of self-regulated learning in an online environment is high, there is a significance of the relationship between personal incentives and self-regulated learning in an online environment of students, and domain of personal incentives best influences self-regulated learning in an online environment is Extrinsic Rewards.

The results of this study revealed that the level of personal incentives is high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Extrinsic Rewards.

Meanwhile, the study revealed a high level of self-regulated learning in an online environment. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Help Seeking.

The study found a significant relationship between personal incentives and self-regulated learning in an online environment of students. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that indicators of domains personal incentives best influence self-regulated learning in an online environment is Extrinsic Rewards. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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