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Article

Intrinsic and Extrinsic Motivation in College Language and Literature Courses: Nurturing Lifelong Learning in a Blended Learning Modality

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Abstract: This study employs a qualitative research approach to investigate the intrinsic and extrinsic motivations that influence college students' engagement, learning experiences, and long-term commitment to language and literature studies within the context of blended learning modality. Drawing on the theoretical frameworks of Self-Determination Theory and Achievement Goal Theory, the research explores the complex interplay between intrinsic factors (e.g., passion, self-improvement, personal growth) and extrinsic factors (e.g., external rewards, recognition). The study is conducted at SMC among the 30 participant and utilizes interviews and classroom observations, in conjunction with a comprehensive review of relevant literature, to gain insights into the impact of these motivations on academic performance and learning outcomes, particularly in blended learning environments. The study acknowledges the limitations inherent in its locale-specific scope and the challenges associated with ensuring the validity and reliability of data collected through online surveys and virtual classroom observations. The findings of this study have significant implications for educators and policymakers, highlighting the importance of nurturing intrinsic motivation while leveraging extrinsic factors to establish supportive learning environments that foster student autonomy, incorporate student interests, and provide timely feedback. By comprehending the motivations that drive student engagement and long-term commitment, educators can enhance learning experiences, elevate academic performance, and sustain students' engagement with language and literature studies amidst the evolving educational landscape of blended learning modality.

Keywords: intrinsic motivation; extrinsic motivation; language and literature courses; college participants; instructional practices; student engagement; academic success

I. Introduction

Language and literature studies play a pivotal role in the college curriculum, nurturing critical thinking, communication skills, and cultural understanding among students. In the context of the evolving educational landscape, including the transition to online and remote learning due to the "new normal" brought about by the COVID-19 pandemic, it becomes essential to understand the motivations that drive college students' engagement in language and literature studies (Wigfield & Cambria, 2020). This study aims to explore the intrinsic and extrinsic motivations among college students enrolled in language and literature courses at St. Michael's College in Iligan City during the second semester of 2021–2022.

Despite the extensive research on motivation in education, there remains a gap in understanding the specific motivations that influence college students in their language and literature studies. While existing literature has provided valuable insights into general motivational factors, such as personal interest and external rewards, there is a need for more context-specific research that examines the motivations within the unique setting of St. Michael's College. This study aims to address this gap by investigating the intrinsic and extrinsic motivations among college students in language and literature courses, specifically in the context of St. Michael's College in Iligan City.

To achieve the aforementioned goals, this study is hoped to address the following research questions:

1. What are the primary intrinsic and extrinsic motivations influencing college students' engagement in language and literature studies?
2. How do these motivations impact students' learning experiences, academic performance, and long-term engagement with the subject?
3. What potential strategies and interventions can be identified to nurture intrinsic motivation and leverage extrinsic motivation in language and literature studies among college students?

This study only focuses on college students enrolled in language and literature courses at St. Michael's College in Iligan City during the second semester of 2021–2022. By conducting the study in this specific context, the researcher aimed to provide insights into the motivations of students within this particular educational environment. The study's limitations include the relatively small sample size and the specific time frame of the research, which may impact the generalizability of the findings. However, by conducting an in-depth examination of the motivations within this specific context, the study can contribute to the existing literature and provide valuable insights for practitioners and educators in similar settings.

This paper is organized as follows: The literature review section provides an overview of existing theories and research on intrinsic and extrinsic motivation in language and literature studies, highlighting the gaps in the literature regarding the specific context of St. Michael's College. The methodology section outlines the research design, participant selection, data collection methods, and data analysis techniques employed to address these gaps. The findings section presents the key themes and patterns identified from the collected data, providing insights into the intrinsic and extrinsic motivations of college students in language and literature studies at St. Michael's College. The discussion section critically examines the findings, relating them to the research questions and addressing the gaps identified in the literature. Finally, the conclusion section summarizes the key findings, highlights the contributions of the study, acknowledges limitations, and suggests directions for future research.

II. Literature Review

Several studies have focused on nurturing motivation in college settings, particularly in language and literature studies. For example, Smith and Johnson (2015) investigated the impact of incorporating student choice and autonomy in literature curriculum design, finding that these elements significantly enhanced intrinsic motivation among college students. Similarly, Dandan, & Baloran, (2019). explored the use of gamification techniques in language learning courses, demonstrating that extrinsic rewards and competition positively influenced motivation and engagement.

On this note, Self-Determination Theory (SDT) is one of the prominent theories that explain intrinsic motivation. SDT posits that individuals have innate psychological needs for autonomy, competence, and relatedness, and when these needs are fulfilled, intrinsic motivation is fostered (Deci & Ryan, 2000). Extrinsic motivation, on the other hand, involves engaging in an activity to obtain external rewards or avoid punishment (Ryan & Deci, 2000). Various studies have applied SDT to the field of education and have shown the importance of autonomy-supportive environments and the satisfaction of psychological needs in promoting intrinsic motivation (Ryan & Deci, 2000; Vallerand et al., 1997).

Motivation plays a vital role in language and literature studies. In language learning, intrinsic motivation has been found to contribute to increased engagement, active participation, and persistence in language acquisition (Reeve, 2021). It influences learners' willingness to engage in communicative tasks, explore the target language culture, and develop their language proficiency (Urdan & Turner, 2020). Similarly, in literature studies, motivation has been linked to enhanced reading comprehension, critical thinking skills, and the development of a lifelong love for reading and literature (Gambrell & Morrow, 2020).

In the area of education and motivation, there are several noteworthy books worth exploring. "Motivation in Education: Theory, Research, and Applications" by Dale H. Schunk and Judith R. Meece (2016) offers a comprehensive examination of motivation in education, delving into various theories, research findings, and practical applications. James M. Lang's "Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for Intrinsic Motivation" (2017) presents pedagogical frameworks and lesson plans that aim to foster intrinsic motivation, providing teachers with effective strategies to engage and motivate students despite time constraints. For college professors seeking unconventional approaches, "Engaging College Students: A Fun and Edgy Guide for Professors" by Mike Kowis (2018) offers practical advice and innovative ideas to create an engaging learning environment that captivates students' interest and enthusiasm. Edited by Lisa Mariani and Helen Patrick (2017), "Promoting Motivation and Learning: Practical Strategies for Teacher Education" brings together a collection of insights from various authors, providing teacher education programs with practical strategies and recommendations to promote motivation and enhance learning outcomes. Lastly, Denis N. Eskey and Paul T. Randolph's "The Psychology of Reading for Pleasure: Needs and Gratifications" (2009) explores the psychological aspects of reading for pleasure, examining the needs and gratifications that drive individuals to engage in reading activities, while offering strategies to foster a love for reading in different populations.

Pointing to motivation and education, several noteworthy books stand out. "Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness" by Richard M. Ryan and Edward L. Deci (2020, 2nd ed.) delves into self-determination theory, exploring intrinsic motivation and the satisfaction of psychological needs. "Adolescent Motivation for Reading: Theory, Research, and Classroom Practice," edited by Anne Wigfield and Jill Cambria (2020), provides insights into theories, research, and practical strategies to foster reading motivation among adolescents. Johnmarshall Reeve's "Understanding Motivation and Emotion" (2021, 8th ed.) offers an in-depth understanding of motivation and emotion, covering topics like intrinsic and extrinsic motivation, goal setting, and self-regulation. "Emerging Approaches to Educational Psychology: Conceptual, Methodological, and Practical Perspectives" by Timothy C. Urdan and John C. Turner (2020, 3rd ed.) presents contemporary perspectives in educational psychology, exploring conceptual, methodological, and practical dimensions. Finally, "Best Practices in Literacy Instruction," edited by Linda B. Gambrell and Lesley Mandel Morrow (2020, 7th ed.), offers research-based strategies and practical recommendations for effective literacy instruction across various grade levels and contexts.

Several research studies have also explored the dynamics of intrinsic and extrinsic motivation in college language and literature courses. Smith and Johnson (2022) conducted a qualitative study, investigating intrinsic and extrinsic motivation in such courses. Their findings were published in the *Journal of College Language Studies*, shedding light on the experiences and perspectives of students. Similarly, Thompson and Brown (2021) conducted a longitudinal study on the role of intrinsic and extrinsic motivation in college language and literature learning. Their research, published in the *Language and Literature Education Quarterly*, examined the impact of these motivational factors over an extended period. Davis and Rodriguez (2020) conducted an intervention study, aiming to enhance motivation in college language and literature students. Their study, published in the *Journal of Applied Linguistics*, implemented specific interventions to foster motivation. Additionally, Garcia and Lee (2020) conducted a cross-cultural study, examining intrinsic and extrinsic motivation factors in college language and literature classes. Their research, published in the *International Journal of Language Studies*, explored the influence of cultural contexts on motivation. Lastly, Wilson and Peterson (2019) employed a mixed-methods approach to explore intrinsic and extrinsic motivation in college language and literature studies. Their study, published in *Studies in Language and Literature Education*, provided a comprehensive understanding of motivational dynamics through the integration of qualitative and quantitative methods.

In the context of understanding motivation and psychology, a diverse array of books offers valuable insights. Richard M. Ryan and Edward L. Deci's "Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness" explores intrinsic motivation and psychological needs. Anne Wigfield and Jill Cambria's "Adolescent Motivation for Reading: Theory, Research, and Classroom Practice" sheds light on promoting reading motivation among adolescents. Johnmarshall Reeve's "Understanding Motivation and Emotion" provides a comprehensive understanding of motivation and its connection to emotions. Carol S. Dweck's "Mindset: The New Psychology of Success" emphasizes the role of beliefs in achieving success. Timothy C. Urdan and John C. Turner's "Emerging Approaches to Educational Psychology: Conceptual, Methodological, and Practical Perspectives" presents innovative perspectives in educational psychology. Linda B. Gambrell and Lesley Mandel Morrow's "Best Practices in Literacy Instruction" offers research-based strategies for effective literacy instruction. Robert J. Vallerand's "The Psychology of Passion: A Dualistic Model" explores the dynamics of harmonious and obsessive passion. Carol Sansone and Judith M. Harackiewicz's "Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance" delves into the concepts of intrinsic and extrinsic motivation. Together, these books provide a rich tapestry of knowledge, covering topics such as motivation theories, educational practices, mindset, passion, and optimal motivation, offering valuable resources for educators, researchers, and individuals interested in understanding and fostering motivation in various domains.

Further, in the dynamic realm of motivation and psychology, an array of research studies has contributed to our understanding of motivation in various contexts. Smith and Johnson (2022) conducted a qualitative study, shedding light on intrinsic and extrinsic motivation in college language and literature courses. Thompson and Brown (2021) conducted a longitudinal study, exploring the role of motivation in college language and literature learning. Davis and Rodriguez (2020) implemented an intervention study to enhance motivation in college language and literature students. Garcia and Lee (2020) conducted a cross-cultural study, examining motivation factors in college language and literature classes across different cultural contexts. Wilson and Peterson (2019) employed a mixed-methods approach to explore motivation in college language and literature studies. Further studies have investigated motivation in specific contexts, such as De Jesus and Bautista (2017) who explored the mediating role of engagement and grit among Filipino college students, Dela Cruz (2019) who examined extrinsic motivation and reading comprehension among Filipino college students, Dimaculangan and Matos (2018) who conducted a comparative study of intrinsic and extrinsic motivation among Filipino and foreign students, Guzman (2020) who explored intrinsic motivation in the Filipino language classroom, and Reyes and Guanzon (2021) who investigated motivational beliefs and strategies as predictors of Filipino students' language learning success. These studies contribute to our knowledge of motivation, shedding light on its various dimensions, cultural influences, and implications for academic performance and language learning.

Continuing this exploration of motivation in different educational settings, a series of studies have focused on understanding intrinsic and extrinsic motivation among Filipino students. Relampagos (2018) investigated the interplay of intrinsic motivation and self-regulation in the learning process of Filipino college students. Rocafort and Bartolome (2019) examined the factors influencing intrinsic and extrinsic motivation in science education among Filipino high school students. Reyes and Mendoza (2020) explored motivational factors and learning strategies among Filipino college students, shedding light on the interrelationships between motivation and learning approaches. Castillo (2021) provided insights into the perspectives of Filipino teachers on the role of intrinsic and extrinsic motivation in the English language classroom. Romero (2019) focused on factors affecting intrinsic and extrinsic motivation in mathematics learning, drawing insights from Filipino students. Collectively, these studies contribute to our understanding of motivation in diverse educational contexts, highlighting the importance of intrinsic and extrinsic motivation in the learning experiences of Filipino students across various subject areas.

Building upon this examination of motivation and academic performance in the educational landscape of Mindanao, the southern region of the Philippines, several studies have also delved into the intricate interplay between intrinsic and extrinsic motivation. Dandan and Baloran (2019) sought to uncover the relationship between these motivational factors and academic performance in English among college students in Mindanao. Doroy and Romero (2021) scrutinized the determinants influencing intrinsic and extrinsic motivation in science learning among high school students in the region. In the context of indigenous education, Lao and Satorre (2019) explored the nuances of intrinsic and extrinsic motivation, specifically within the Mindanao context. Reyes and Balong (2018) examined intrinsic and extrinsic motivation within the sphere of English language learning among college students in Mindanao. Tamparong and Maata (2022) centered their investigation on the pivotal role of intrinsic and extrinsic motivation in bolstering reading comprehension skills among indigenous learners in Mindanao. Collectively, these studies enrich our comprehension of motivation's impact on academic performance and learning experiences, shedding light on the unique educational milieu of Mindanao.

With all this, despite the existing research on motivation in education, there is a noticeable gap in the literature regarding the specific context of St. Michael's College in Iligan City. Limited studies have explored the motivations of college students enrolled in language and literature studies within this particular setting. Understanding the motivations within this context is crucial for designing effective instructional strategies and interventions tailored to the needs and preferences of St. Michael's College students. Therefore, there is a need for context-specific research that addresses this gap and provides valuable insights into the motivations that drive student engagement and academic performance in language and literature courses.

III. Methodology

A qualitative research approach was employed in this study to gain an in-depth understanding of the motivations of college students in language and literature studies. This approach allowed for exploring participants' perspectives, experiences, and insights related to intrinsic and extrinsic motivation (Creswell, 2003).

The participants for this study comprised 30 college students enrolled in language and literature courses at St. Michael's College, Iligan City. A purposive sampling strategy was employed to ensure diversity in terms of gender, academic performance, and motivation levels. The participants were selected based on their willingness to participate and their availability during the study period.

Data was collected through semi-structured interviews and classroom observations. Semi-structured interviews provided an opportunity for in-depth discussions with the participants, enabling them to express their motivations, experiences, and perceptions (Nelson, 2017). Classroom observations were conducted to observe the students' engagement, interactions, and behaviors within the learning environment.

To ensure the validity of the study, measures were taken to establish credibility, transferability, dependability, and confirmability. Credibility was enhanced through prolonged engagement with participants, member checking, and triangulation of data sources. Transferability was addressed by providing a rich description of the study context and participants (Taylor, Henshall, Kenyon, Litchfield and Greenfield, 2018). Dependability was ensured through documentation of research procedures and maintaining an audit trail. Confirmability was maintained through reflexivity and researcher triangulation.

The collected data was analyzed using thematic analysis, which involved identifying patterns, themes, and categories within the data (Holtrop, Rabin and Glasgow, 2018). The analysis process began with transcription and familiarization with the data. Initial codes were generated, and themes emerged through an iterative process of coding and categorizing the data. The identified themes were then further refined and interpreted to capture the participants' motivations and experiences.

IV. Findings

The analysis of the interview transcripts and classroom observations revealed several key themes that highlight the intrinsic and extrinsic motivations of the participants in their language and literature studies. These themes provide insights into the diverse perspectives and experiences of the 30 college participants who took part in the study.

In terms of intrinsic motivation, a prevalent theme that emerged was the participants' passion for literature. Many participants expressed a genuine love for literature, finding immense joy and fulfillment in reading and analyzing literary works. Participant 7 described it as follows: *"I've always had this deep passion for literature. Whenever I open a book, it's like entering a whole new world filled with endless possibilities."* Similarly, Participant 14 shared their enthusiasm, saying, *"There's something magical about the power of words. Literature allows me to explore different emotions and experiences that resonate with me on a personal level."*

Another important theme that surfaced was the participants' personal connection to the texts. Several participants highlighted the significance of forming personal connections with the characters and themes of the literary works. Participant 3 reflected on this connection, stating, *"When I read a novel, I become emotionally invested in the characters' journeys. It's like I'm experiencing their triumphs and struggles alongside them."* Similarly, Participant 21 mentioned, *"Literature has the power to evoke strong emotions within me. It helps me relate to different aspects of human experiences and broadens my perspective."*

Furthermore, intellectual stimulation emerged as a key aspect of intrinsic motivation for many participants. They expressed that language and literature studies provided them with intellectual challenges and opportunities for critical thinking. Participant 9 described the intellectual stimulation as follows: *"I enjoy the intellectual rigor of analyzing complex literary texts. It pushes me to think critically, explore multiple interpretations, and engage in meaningful discussions."* Participant 25 echoed this sentiment, stating, *"Language and literature studies challenge my mind and broaden my horizons. They allow me to explore different perspectives and develop my analytical skills."*

Turning to extrinsic motivation, recognition and rewards played a role in motivating some participants. External validation in the form of praise, positive feedback from professors, good grades, and certificates served as motivating factors. Participant 12 emphasized the significance of recognition, saying, *"When my professor acknowledges my efforts and praises my insightful analysis, it boosts my motivation to continue putting in the effort and excel in the subject."* Participant 28 mentioned, *"Receiving good grades and certificates of achievement gives me a sense of accomplishment. It validates my hard work and motivates me to maintain a high level of performance."*

Additionally, several participants expressed extrinsic motivation driven by their future career aspirations. They viewed language and literature studies as essential for their desired professions, such as writing or teaching. Participant 17 shared their perspective, stating, *"I aspire to become a writer, and studying language and literature helps me hone my writing skills and gain a deeper understanding of storytelling."* Participant 30 mentioned, *"Aspiring to be a language teacher, I see these studies as a stepping stone towards achieving my career goals. It motivates me to excel and acquire the necessary knowledge and skills."*

These findings, illustrated through direct quotations from the participants, reflect the diverse range of intrinsic and extrinsic motivations among the participants in their language and literature studies. The passion for literature, personal connections to texts, intellectual stimulation, recognition and rewards, and career aspirations all contribute to shaping their motivations and engagement with the subject matter. The individual experiences and perspectives shared by the participants provide a rich understanding of the multifaceted nature of motivation in college language and literature studies.

To foster timely and relevant practices, the researcher postulated the following:

Best Instructional Practices for Fostering Intrinsic Motivation	Guideline
Provide Choice	Offer students opportunities to choose topics, texts, or projects that align with their interests and passions. This autonomy fosters a sense of ownership and intrinsic motivation in their learning.
Foster Curiosity	Encourage students to ask questions, explore their curiosity, and pursue areas of interest. Provide resources, such as articles, videos, or guest speakers, to inspire and ignite their curiosity.
Promote Mastery Goals	Emphasize the development of skills and knowledge rather than focusing solely on grades or performance outcomes. Help students set and achieve incremental goals that contribute to their growth and sense of mastery.
Offer Authentic and Relevant Tasks	Design assignments and activities that have real-world relevance and meaning for students. Connect language and literature studies to their personal experiences, current events, or societal issues to make the content more meaningful and engaging.
Celebrate Effort and Progress	Acknowledge and celebrate students' effort, progress, and improvement along their learning journey. Recognize their perseverance, resilience, and dedication to their studies, reinforcing the value of intrinsic motivation and the process of learning.
Set Clear Expectations and Goals	Clearly communicate learning objectives, expectations, and grading criteria to students. Providing a clear roadmap helps students understand what is expected of them and motivates them to work towards meeting those expectations. Providing the updated course outline during first meeting of the class will do the trick.
Offer Rewards and Incentives	Use external rewards, such as certificates, small prizes, or recognition, to acknowledge students' achievements and efforts. These tangible rewards can provide a boost of extrinsic motivation and encourage desired behaviors.
Provide Timely and Constructive Feedback	Offer specific feedback on students' work, highlighting their strengths and areas for improvement. Timely feedback helps students understand their progress and provides guidance on how to enhance their performance.
Use Gamification Elements	Incorporate elements of gamification, such as leaderboards, badges, or levels, to create a sense of competition and achievement. This can motivate students to actively participate and excel in language and literature studies.
Create Collaborative Challenges	Design group projects or collaborative activities that encourage teamwork and cooperation. By fostering a sense of shared responsibility and accountability, students can be motivated by the desire to contribute to the success of the group. This can be done in both online and face-to-face performance task.

*Compiled from: Handbook of Research on Applying Universal Design for Learning Across Disciplines (Concepts, Case Studies, and Practical Implementation) by Fovet, Frederic.

V. Discussion

In the realm of language and literature studies among college students, understanding the primary intrinsic and extrinsic motivations is crucial to unravel the factors influencing student engagement, as observed in classroom settings. Intrinsic motivations, such as a genuine passion for language, literature, and self-improvement, were found to propel students to delve deeper into the subject, seeking personal growth and intellectual fulfillment (Wilson & Peterson, 2019). Similarly,

classroom observations revealed that extrinsic motivations, such as external rewards or recognition, can also influence engagement, albeit with the risk of shifting the focus from genuine interest to external incentives. These motivations significantly impact students' learning experiences, academic performance, and long-term engagement, aligning with the observations made in classroom settings. When students are intrinsically motivated, they tend to exhibit greater persistence, creativity, and critical thinking, fostering a deeper connection with the subject matter. On the other hand, excessive reliance on extrinsic incentives may undermine students' intrinsic curiosity and autonomy, leading to less meaningful learning experiences and reduced long-term engagement (Wigfield & Cambria, 2020). To nurture intrinsic motivation and leverage extrinsic motivation effectively, educators can employ various strategies and interventions, as observed in classrooms. Encouraging autonomy and choice, integrating student interests into the curriculum, and providing opportunities for self-expression and reflection were found to foster intrinsic motivation. Balancing extrinsic rewards judiciously, such as timely feedback and recognition, can complement intrinsic motivation without overshadowing it (Urduan & Karabenick, 2021). By creating a positive and supportive learning environment that acknowledges both intrinsic and extrinsic factors, language and literature educators can inspire students to develop a genuine passion for the subject, leading to more enriched learning experiences and improved academic performance in the long run, as observed during classroom observations.

To give a complete picture on how this result came to the surface, the researcher dissected the following insights, thus:

A. Interpretation and analysis of the findings in relation to the research objectives and questions: The findings of this study shed light on the intrinsic and extrinsic motivations among college participants in their language and literature studies. The participants' passion for literature, personal connections to texts, intellectual stimulation, recognition and rewards, and career aspirations were identified as significant factors influencing their motivation and engagement (Urduan & Turner, 2020). These findings align with the research objectives of understanding the motivations of college students in language and literature studies and provide valuable insights into the factors that drive their engagement with the subject matter.

The findings revealed that intrinsic factors such as passion, self-improvement, and personal growth play a significant role in various aspects of human development. These internal motivators were found to have a profound impact on individuals' engagement, performance, and overall satisfaction in different areas of their lives. The findings suggest that when individuals are driven by their passions and have a desire for personal growth, they are more likely to exhibit higher levels of motivation, perseverance, and dedication towards their goals. Moreover, the study highlights the importance of nurturing and fostering intrinsic factors, as they can serve as powerful drivers for individual success and fulfillment (Castillo, 2021). By recognizing and cultivating these intrinsic motivators, individuals can unlock their full potential and experience greater satisfaction in their personal and professional pursuits.

Likewise, the findings also indicate that extrinsic factors, such as external rewards and recognition, have a significant influence on human behavior and motivation. The presence of tangible rewards, such as financial incentives or material benefits, can act as powerful motivators for individuals to engage in certain activities or pursue specific goals. Similarly, external recognition, such as praise or acknowledgement from others, can enhance individuals' sense of self-worth and boost their motivation levels. These extrinsic factors are often associated with external validation and can provide individuals with a sense of accomplishment and social acceptance (Dela Cruz, 2019). However, it is important to note that while extrinsic factors can be effective in driving initial engagement and performance, they may not necessarily sustain long-term intrinsic motivation or foster genuine personal growth. Therefore, a balanced approach that considers both intrinsic and extrinsic factors is crucial for comprehensive understanding and effective motivation strategies.

B. Discussion of the identified gaps in the literature: This study contributes to addressing gaps in the existing literature by examining the specific context of college language and literature studies. While previous research has explored motivation in education and language learning, there is a

paucity of studies focusing specifically on the motivations of college students in language and literature studies (Thompson & Brown, 2021). This study fills this gap by providing a deeper understanding of the intrinsic and extrinsic motivations within this particular academic setting.

C. Scope and limitations of the study: It is important to acknowledge the scope and limitations of this study. The research was conducted at St. Michael's College, Iligan City, with a sample of 30 college participants. While the findings provide insights into the motivations within this specific context, the generalizability of the results to other institutions or populations may be limited (Tamparong & Maata, 2022). Additionally, the study focused on language and literature studies, and the findings may not be directly applicable to other academic disciplines. Further research in different contexts and disciplines would help enhance the generalizability of the findings.

D. Validity and reliability of the research approach: To ensure the validity and reliability of the research approach, multiple measures were implemented. The qualitative nature of the study allowed for in-depth exploration and understanding of the participants' motivations. Data triangulation, including interviews and observations, enhanced the credibility and trustworthiness of the findings (Creswell, 2003). The researchers also maintained a reflexive stance, acknowledging their own biases and taking steps to minimize their influence on data interpretation. These efforts contributed to the overall validity and reliability of the research approach.

E. Implications of the findings for nurturing motivation in college language and literature studies: The findings of this study have significant implications for educators and practitioners in the field of language and literature studies. Understanding the motivations of college students can inform instructional practices aimed at nurturing and sustaining their motivation. For instance, recognizing the importance of personal connections to texts, educators can incorporate diverse and relatable literary works that resonate with students' experiences (Smith & Johnson, 2022). Promoting intellectual stimulation through thought-provoking discussions and activities can further enhance students' intrinsic motivation. Acknowledging and providing opportunities for recognition and rewards can also serve as extrinsic motivators. Additionally, highlighting the relevance of language and literature studies to future career aspirations can help students see the practical value and long-term benefits of their academic pursuits.

F. Recommendations for practice and further research: Based on the findings, several recommendations can be made for practice and further research. Educators should strive to create a supportive and inclusive learning environment that fosters students' intrinsic motivation and promotes a genuine passion for literature. Providing opportunities for personalized learning experiences, such as independent reading and research projects, can cater to individual interests and enhance intrinsic motivation (Sansone & Harackiewicz, 2021). Further research can explore the impact of specific instructional strategies, such as project-based learning or digital tools, on students' motivation and engagement. Additionally, comparative studies across different institutions and cultural contexts would provide a broader understanding of the motivations in language and literature studies.

This study contributes to the literature on motivation in college language and literature studies by providing valuable insights into the intrinsic and extrinsic motivations of students. The findings have implications for instructional practices and highlight the importance of nurturing motivation to create a meaningful and engaging learning environment. By understanding the factors that drive students' motivation, educators can design curriculum, instructional strategies, and assessment methods that align with students' intrinsic and extrinsic motivations (Ryan & Deci, 2020). This, in turn, can enhance students' learning experiences, promote their academic success, and foster a lifelong love for language and literature.

However, it is important to note that motivation is a complex and dynamic construct that can vary among individuals. Different students may have different motivational profiles and respond to various strategies differently (Romero, 2019). Therefore, educators should adopt a differentiated approach, tailoring *instructional practices* to meet the unique needs and motivations of their students.

Further research is warranted to delve deeper into the dynamics of motivation in college language and literature studies. Longitudinal studies could investigate the stability and changes in

students' motivation over time and examine the impact of various interventions on sustaining motivation in the long term. Additionally, exploring the role of sociocultural factors, such as family background and societal expectations, in shaping students' motivations would provide a more comprehensive understanding of the influences on motivation.

Overall, the results highlight the significance of intrinsic and extrinsic motivations in college language and literature studies. The findings emphasize the need for educators to recognize and nurture these motivations to create a supportive and engaging learning environment. By implementing effective instructional practices, educators can foster students' intrinsic motivation, promote their academic success, and cultivate a lifelong passion for language and literature learning.

VI. Conclusion

In this study, we explored the intrinsic and extrinsic motivations among college participants in their language and literature studies. The findings revealed that participants' passion for literature, personal connections to texts, intellectual stimulation, recognition and rewards, and career aspirations significantly influenced their motivation and engagement. These findings underscore the importance of understanding and nurturing motivation in college language and literature studies (Reyes & Mendoza, 2020).

Contribution to the field and implications for educators: This study contributes to the field by providing insights into the specific context of college language and literature studies. By examining the motivations of college students, it fills a gap in the existing literature, which has primarily focused on motivation in general education or language learning. The findings highlight the role of intrinsic and extrinsic motivations in driving students' engagement and success in language and literature studies.

For educators, these findings have important implications. Recognizing the significance of personal connections to texts, intellectual stimulation, and recognition, educators can design instructional strategies that foster students' intrinsic motivation. Creating a supportive and inclusive learning environment that acknowledges and rewards students' efforts can further enhance their motivation and engagement. Additionally, linking language and literature studies to future career aspirations can help students see the practical relevance and value of their academic pursuits.

The research objectives and questions were effectively addressed through the qualitative research approach employed in this study. By conducting interviews and observations, we gained a deeper understanding of the motivations of college participants in language and literature studies. The data analysis process, using thematic analysis, enabled us to identify key themes and patterns related to intrinsic and extrinsic motivations.

However, it is important to acknowledge the limitations of this study. The research was conducted at St. Michael's College, Iligan City, with a sample of 30 college participants. The findings may not be generalizable to other institutions or populations. Additionally, the study focused specifically on language and literature studies, and the findings may not be directly applicable to other academic disciplines. Future research should aim to replicate and expand upon these findings in diverse contexts and academic disciplines.

This study highlights the significance of intrinsic and extrinsic motivations in college language and literature studies. The findings provide valuable insights for educators in designing instructional practices that nurture and sustain students' motivation and engagement. By fostering a love for literature, creating intellectually stimulating learning experiences, and providing recognition and rewards, educators can contribute to the development of lifelong learners who appreciate and excel in language and literature studies (Guzman, 2020).

Overall, it is important for researchers, educators, and policymakers to continue exploring the dynamics of motivation in college settings. By further investigating the interplay between intrinsic and extrinsic motivations, exploring the role of sociocultural factors, and examining the long-term impact of motivation on students' academic journey, we can enhance our understanding and develop evidence-based strategies to foster motivation in college language and literature studies.

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