

Motivation: A Key Factor to Enhance Learners' Interest

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Publication Date: 2026/09/08

Abstract: While motivation is widely acknowledged as a crucial determinant of student engagement, persistence, and academic achievement, exploring how students personally experience motivation and its impact on their passion for learning remains a vital area of educational research. This study investigated motivation as a central element in cultivating student interest among undergraduates during the Second Semester of the 2025–2026 Academic Year.

Utilizing a qualitative phenomenological design, this study explored the lived experiences of twenty (20) purposively sampled college students. Data collection involved semi-structured interviews and focus group discussions, which were subsequently examined through Interpretative Phenomenological Analysis (IPA) to extract meaningful themes from the participants' narratives.

The analysis yielded four primary themes regarding the experiential nature of motivation: Enhanced Academic Engagement and Participation, Increased Persistence and Commitment to Learning, Development of Positive Learning Attitudes, and Goal-Oriented Academic Growth. Key motivators included teacher support, positive learning environments, personal ambitions, and available educational technologies. Furthermore, students highlighted interactive pedagogy, collaborative tasks, practical applications, and technology integration as vital for boosting interest. In contrast, academic burnout, poor teaching methods, personal challenges, and scarce resources were identified as major barriers to motivation.

Ultimately, the study concludes that motivation is a multifaceted construct that fundamentally drives student interest and academic resilience. Based on these insights, it is recommended that instructors adopt learner-centered methods, institutions bolster student support frameworks, and future researchers expand this inquiry into diverse educational settings.

Keywords: Motivation, Learner Interest, Phenomenology, College Students, Academic Engagement.

How to Cite: Belen L. Dominguiano; Joy D. Guarin (2026) Motivation: A Key Factor to Enhance Learners' Interest. *International Journal of Innovative Science and Research Technology*, 11(8), 3109-3121.
<https://doi.org/10.38124/ijisrt/26aug1357>

I. INTRODUCTION

Student interest is a cornerstone of educational achievement, directly shaping classroom engagement, academic resilience, performance, and the holistic learning experience. Within educational literature, motivation is widely acknowledged as a pivotal factor driving students' eagerness to actively engage with course material and strive toward academic benchmarks. Ryan & Deci (2020) stated that functioning as both an intrinsic and extrinsic catalyst,

motivation energizes, guides, and maintains the behaviors necessary to reach educational milestones.

Within the landscape of higher education, sustaining student interest has grown increasingly complex amid modern challenges, including digital distractions, rigorous academic demands, socioeconomic burdens, and shifting instructional modalities. As a result, instructors are in constant pursuit of pedagogical interventions that spark and sustain student involvement. Howard et al. (2021)

emphasized the empirical evidence that confirms that motivated learners exhibit heightened participation, utilize deeper cognitive strategies, display stronger self-regulation, and achieve superior academic outcomes compared to their unmotivated peers.

This dynamic is well-supported by foundational psychological frameworks. The Self-Determination Theory states that when students' psychological needs for autonomy, competence, and social connectedness are met, intrinsic motivation thrives (Ryan & Deci, 2020). Eccles & Wigfield (2020) supported this viewpoint by citing Expectancy-Value Theory, which holds that students' interest is directly related to how they evaluate the applicability, relevance, and practicality of academic assignments.

While an abundance of quantitative literature has mapped the statistical correlations between motivation and grades, there remains a scarcity of qualitative research capturing the nuanced, lived experiences of undergraduates regarding how motivation actively fosters their interest in learning. Capturing these personal narratives is vital for developing student-centered initiatives that promote lasting academic engagement. To address this gap, the present phenomenological inquiry investigates the lived experiences of college students to understand motivation as a primary catalyst for elevating learner interest.

➤ *Background of the Study*

As a primary determinant of student outcomes, motivation continues to be one of the most thoroughly researched constructs within educational psychology. Empirical research consistently shows that motivated students demonstrate heightened classroom engagement, greater academic resilience, and superior performance (Howard et al., 2021; Schunk & DiBenedetto, 2020).

Similarly, student interest has been identified as a vital predictor of educational efficacy. According to Renninger and Hidi (2022), interest fosters prolonged attention, deepens cognitive involvement, and supports long-term academic growth. This interest is nurtured through personally meaningful learning encounters, encouraging institutional environments, and motivational catalysts that stimulate active involvement.

Current literature emphasizes that academic engagement is fueled by a combination of intrinsic and extrinsic motivators. Extrinsic motivation is fueled by outside rewards like grades, awards, career opportunities, and social validation, whereas intrinsic motivation results from innate curiosity, enjoyment, and internal fulfillment (Ryan & Deci, 2020).

Despite a robust body of literature, a distinct gap persists in understanding the subjective, lived experiences of undergraduate students regarding how motivation shapes their learning interest. Because the majority of existing studies rely on quantitative surveys and statistical modeling, the deeper meanings and personal interpretations that students assign to these experiences remain under-explored.

The present study addresses this empirical gap by utilizing a qualitative phenomenological approach to explore how college students experience motivation and its relationship to their academic interest.

➤ *Statement of the Problem*

This study aims to explore the lived experiences of college students regarding motivation as a factor that enhances learner interest.

Specifically, it seeks to answer the following questions:

- How do college students describe their experiences of motivation in learning?
- What factors contribute to their motivation?
- How does motivation influence their interest in learning?
- What challenges affect their motivation and interest?
- What insights can be derived from their experiences to improve educational practices?

II. METHODOLOGY

➤ *Research Design*

This study uses a qualitative phenomenological research design to investigate college students' lived experiences of how motivation influences their overall learning interest.

➤ *Participants and Sampling*

A total of twenty (20) college students will be selected using a purposive sampling technique. To ensure the depth of data required for phenomenological inquiry, participants must meet the following inclusion criteria:

- Current enrollment in a higher education institution.
- Voluntary consent to participate in the study.
- Firsthand experience with motivational factors affecting their academic engagement.

➤ *Research Instrument*

Data will be gathered using a semi-structured interview guide. The core questions directing the narrative include:

- How do you describe motivation within your personal learning journey?
- What specific factors motivate you to learn?
- In what ways does motivation influence your interest in your studies?
- What distinct experiences have strengthened your academic motivation?
- What challenges or barriers typically disrupt your motivation?

➤ *Data Collection Procedure*

The data collection process will be systematically executed through the following steps:

- **Ethical Clearance:** Secure formal ethical approval from the institutional review board.
- **Informed Consent:** Obtain written informed consent from each participant prior to engagement.
- **Interview Execution:** Conduct the semi-structured interviews in a conducive environment.
- **Recording:** Audio-record all interview sessions with the participants' permission.

- Transcription: Transcribe the audio recordings verbatim to ensure textual accuracy.
- Transcript Validation: Return the transcripts to the participants for verification and member-checking.

➤ *Data Analysis*

The qualitative data will be analyzed following Colaizzi's (1978) seven-step phenomenological method:

- Familiarization: Immersing in the data by repeatedly reading the transcripts.
- Significant Statement Extraction: Identifying phrases and sentences directly pertaining to the phenomenon.
- Meaning Formulation: Articulating hidden meanings behind the extracted statements.
- Theme Clustering: Grouping formulated meanings into distinct clusters of themes.
- Exhaustive Description: Writing a comprehensive description of the participants' experiences.
- Fundamental Structure Identification: Condensing the exhaustive description into a dense statement of the phenomenon's essence.
- Member Checking: Returning the findings to participants to validate that the final structure mirrors their lived experiences.

➤ *Ethical Considerations*

To safeguard the rights and well-being of the participants, strict ethical protocols will be maintained, including voluntary participation, guaranteed confidentiality, documented informed consent, strict anonymity, the unconditional right to withdraw at any stage, and rigorous data protection measures.

III. RESULTS AND DISCUSSION

❖ *Research Question 1: How do learners describe their experiences of motivation in relation to their academic activities?*

Analysis of the interview responses revealed four major themes describing how learners experience motivation in their academic activities. These themes were: (1) Enhanced Academic Engagement and Participation, (2) Increased Persistence and Commitment to Learning, (3) Development of Positive Learning Attitudes, and (4) Goal-Oriented Academic Growth.

➤ *Theme 1: Enhanced Academic Engagement and Participation*

Participants consistently described motivation as a driving force that increased their active involvement in classroom activities, discussions, and learning tasks. Motivation encouraged learners to participate more actively, contribute ideas, ask questions, and engage meaningfully in academic experiences.

Several participants highlighted the role of motivation in enhancing engagement:

- P1 stated, When I am motivated, I participate actively in class discussions and complete my assignments on time.

- P12 shared, Motivation encourages me to ask questions and seek clarification.
- P14 explained, When I am motivated, I feel more engaged during classroom activities.
- P19 noted, It encourages me to participate and contribute ideas during class.

These responses indicate that motivation serves as an important catalyst for academic participation. Motivated learners demonstrate greater willingness to interact with teachers and classmates, seek clarification when necessary, and actively contribute to learning activities. Such engagement reflects cognitive, behavioral, and emotional involvement in the learning process.

The findings suggest that motivation extends beyond mere compliance with academic requirements and fosters meaningful participation that enhances learning experiences.

The findings support the work of Ryan and Deci (2020), who argued that motivated learners exhibit greater engagement and active participation due to the fulfillment of their psychological needs. Similarly, Howard et al. (2021) found that autonomous motivation positively predicts student engagement and classroom participation.

Teachers should implement learner-centered strategies that encourage active participation, questioning, and collaborative engagement. Creating supportive classroom environments may strengthen students' motivation and involvement in academic activities.

➤ *Theme 2: Increased Persistence and Commitment to Learning*

Participants described motivation as a source of determination that enabled them to persevere despite academic challenges, difficult lessons, and stressful situations.

Several participants emphasized persistence:

- P2 stated, Motivation gives me the energy to study even when the lessons are difficult.
- P8 shared, When I am motivated, I spend extra time reviewing lessons and preparing for exams.
- P9 explained, Motivation helps me stay committed even when academic work becomes stressful.
- P18 noted, Motivation keeps me determined to overcome academic challenges.

The responses indicate that motivation strengthens learners' resilience and perseverance. Motivated students demonstrate a willingness to exert sustained effort, invest additional study time, and overcome obstacles that might otherwise hinder academic performance.

These findings suggest that motivation serves as a protective factor against academic disengagement and promotes sustained commitment toward educational goals.

This finding aligns with Schunk and DiBenedetto (2020), who emphasized that motivation influences persistence, effort, and self-regulation. Likewise, Eccles and Wigfield (2020) reported that motivated learners are more likely to persist in challenging tasks because they perceive academic activities as valuable and achievable.

Educational interventions should focus on strengthening students' resilience, self-efficacy, and coping strategies to maintain motivation during challenging academic situations.

➤ *Theme 3: Development of Positive Learning Attitudes*

Participants frequently associated motivation with positive emotions, enjoyment, curiosity, confidence, and enthusiasm toward learning.

Participants expressed positive emotional experiences:

- P3 stated, I feel excited to attend classes when I know that I can learn something useful.
- P6 shared, Motivation makes me feel confident about my ability to perform well.
- P16 explained, It helps me maintain a positive attitude toward learning.
- P17 noted, I become more curious and interested in exploring topics further.
- P20 stated, Motivation makes learning enjoyable rather than a requirement.

These findings indicate that motivation contributes to positive emotional experiences associated with learning. Motivation fosters enthusiasm, confidence, curiosity, and enjoyment, all of which contribute to increased learner interest and engagement.

The results further suggest that motivated learners perceive learning as meaningful and rewarding rather than merely fulfilling academic obligations.

The findings are consistent with Renninger and Hidi (2022), who asserted that interest and positive emotions significantly influence learning engagement and academic development. Similarly, Ryan and Deci (2020) highlighted that intrinsically motivated students experience greater enjoyment and satisfaction in learning activities.

Teachers should design meaningful learning experiences that stimulate curiosity, foster confidence, and create positive emotional connections to academic content.

➤ *Theme 4: Goal-Oriented Academic Growth*

Participants described motivation as a factor that provides purpose, direction, responsibility, and continuous improvement in academic pursuits.

Several participants emphasized personal growth and goals:

- P7 stated, I enjoy learning more when I have clear goals to achieve.
- P10 shared, I become more responsible with my school requirements when I feel motivated.

- P13 explained, It gives me a sense of purpose and direction in my studies.
- P15 noted, Motivation pushes me to improve my performance continuously.

The findings demonstrate that motivation influences learners' goal-setting behaviors and commitment to self-improvement. Students who are motivated tend to establish academic objectives, assume responsibility for their learning, and strive for continuous development.

These experiences reflect self-directed learning behaviors and suggest that motivation functions as a guiding force that directs students toward academic achievement.

The findings support Expectancy-Value Theory, which proposes that learners engage more actively when they perceive educational goals as valuable and attainable (Eccles & Wigfield, 2020). Furthermore, Self-Determination Theory suggests that competence and autonomy promote goal-directed behavior and personal growth (Ryan & Deci, 2020).

Educators should encourage goal-setting activities, self-reflection, and opportunities for academic growth to strengthen learners' intrinsic motivation and sense of purpose.

❖ *Summary of Findings for Research Question 1*

Analysis of participants' responses revealed that motivation is experienced as a multidimensional phenomenon that enhances engagement, persistence, positive attitudes, and goal-directed behavior. The findings suggest that motivation plays a vital role in shaping learners' academic experiences by encouraging active participation, sustaining effort, fostering positive emotions, and promoting continuous improvement.

The themes collectively indicate that motivation serves as a key factor in enhancing learners' interest by creating meaningful, enjoyable, and purposeful learning experiences. Research Question 2: What factors influence learners' motivation in the classroom?

Analysis of the participants' responses revealed four major themes influencing learners' motivation in the classroom: (1) Teacher Support and Instructional Practices, (2) Positive Learning Environment and Social Support, (3) Personal Aspirations and Achievement Orientation, and (4) Learning Resources and Educational Technologies.

➤ *Theme 1: Teacher Support and Instructional Practices*

Participants consistently identified teachers as one of the most influential factors affecting their motivation. Supportive teacher behaviors, effective instructional methods, constructive feedback, and enthusiasm in teaching were perceived as essential in fostering learners' motivation.

Several participants highlighted the significance of teacher-related factors:

- P1 stated, Supportive and approachable teachers motivate me to learn.

- P6 shared, Interesting and interactive teaching methods keep me engaged.
- P10 explained, Constructive feedback from teachers motivates me to improve.
- P12 noted, Teachers who explain lessons clearly increase my motivation.
- P18 stated, Teachers who show enthusiasm inspire me to learn.

These responses suggest that teachers serve as powerful motivational agents within the classroom. Participants perceived teacher support, clarity of instruction, and constructive feedback as factors that enhance confidence, engagement, and academic persistence. The findings indicate that students are more motivated when teachers establish positive relationships and employ engaging instructional strategies.

The findings support Wentzel et al. (2021), who emphasized that supportive teacher-student relationships positively influence learners' motivation and engagement. Similarly, Ryan and Deci (2020) argued that teachers who foster competence and relatedness contribute significantly to students' intrinsic motivation.

Educational institutions should encourage professional development programs that strengthen teachers' instructional competencies, communication skills, and learner-centered teaching practices.

➤ *Theme 2: Positive Learning Environment and Social Support*

Participants described the classroom environment and interpersonal relationships as significant contributors to their motivation. Positive interactions with peers, supportive classroom climates, and feelings of belonging enhanced learners' willingness to participate and learn.

Participants emphasized the importance of social support:

- P5 stated, A positive classroom environment influences my motivation.
- P8 shared, Classmates who encourage and help each other increase my motivation.
- P13 explained, I am motivated when I feel respected and valued in class.
- P19 noted, Collaborative activities with classmates motivate me.
- P20 stated, A supportive learning atmosphere positively affects my motivation.

The findings demonstrate that learners are motivated when they experience social acceptance, respect, and collaboration within the classroom. Positive peer relationships and supportive learning environments foster emotional security, which encourages active participation and sustained engagement.

These findings align with Self-Determination Theory, which identifies relatedness as a fundamental psychological

need that enhances motivation (Ryan & Deci, 2020). Likewise, OECD (2023) reported that supportive learning environments contribute significantly to student engagement and academic success.

Teachers should cultivate inclusive and collaborative classroom environments that promote mutual respect, peer support, and meaningful interactions among students.

➤ *Theme 3: Personal Aspirations and Achievement Orientation*

Participants identified personal goals, future career aspirations, and beliefs about success as important motivational influences.

Several participants highlighted personal aspirations:

- P4 stated, My family's support motivates me to perform well.
- P7 shared, My personal goals and future career plans motivate me.
- P16 explained, Challenging but achievable tasks motivate me.
- P17 noted, Knowing that my efforts can lead to success encourages me.

These responses suggest that motivation is strongly connected to learners' future aspirations and perceptions of achievement. Students become more motivated when they recognize the relevance of education to their personal goals and believe that their efforts can lead to success.

The findings support Expectancy-Value Theory, which emphasizes that learners are motivated when they perceive academic tasks as valuable and attainable (Eccles & Wigfield, 2020). Research by Schunk and DiBenedetto (2020) similarly highlights the importance of goal orientation in sustaining academic motivation.

Educational programs should incorporate goal-setting activities and career-related learning experiences that help students connect academic tasks with future aspirations.

➤ *Theme 4: Learning Resources and Educational Technologies*

Participants identified access to educational resources and technology as important motivational factors that enhance engagement and learning experiences.

Participants reported:

- P9 stated, Access to learning resources helps me stay interested.
- P15 shared, Technology and multimedia presentations make lessons more engaging.
- P2 explained, I am motivated when lessons are related to real-life situations.

The findings indicate that learners are motivated when educational resources support understanding and when technology creates engaging learning experiences. Access to

instructional materials and innovative learning tools facilitates active participation and interest.

These findings support contemporary research emphasizing the role of educational technology in enhancing learner engagement and motivation (UNESCO, 2024). Technology-rich environments have been associated with increased interest, interaction, and participation.

Schools should invest in accessible learning resources and meaningful technology integration to support student motivation.

❖ *Summary of Findings for Research Question 2*

The findings reveal that learners' motivation is influenced by teacher support, positive classroom environments, personal aspirations, and access to educational resources. Among these factors, teacher-related influences emerged as the most frequently cited source of motivation. The results highlight the importance of creating supportive and engaging educational environments that address both academic and psychosocial needs.

❖ *Research Question 3: How does motivation affect learners' interest in learning tasks and activities?*

Analysis of participants' responses generated four major themes: (1) Increased Engagement and Participation, (2) Enhanced Persistence and Effort, (3) Deeper Learning and Curiosity, and (4) Meaningful and Enjoyable Learning Experiences.

➤ *Theme 1: Increased Engagement and Participation*

Participants described motivation as a factor that increases their willingness to participate actively in learning activities, discussions, and collaborative tasks.

- P1 stated, Motivation increases my willingness to participate in activities.
- P6 shared, I become more eager to contribute during discussions.
- P11 explained, It encourages me to participate in group activities.
- P16 noted, Motivation makes me look forward to classroom participation.

Motivation appears to stimulate active involvement in learning activities by increasing learners' enthusiasm and willingness to contribute. Students who are motivated tend to become more engaged and participatory during instructional activities.

The findings support Howard et al. (2021), who found that motivated learners demonstrate higher levels of classroom engagement and participation.

Teachers should implement strategies that sustain learners' motivation to encourage active classroom involvement.

➤ *Theme 2: Enhanced Persistence and Effort*

Participants reported that motivation strengthens perseverance and encourages sustained effort in completing academic tasks.

- P8 stated, It increases my persistence when tasks become difficult.
- P9 shared, I am more likely to finish projects successfully when motivated.
- P15 explained, I am more willing to invest effort in learning activities.
- P18 noted, I become more productive and active in school work.

The findings indicate that motivation promotes resilience and commitment to academic responsibilities. Learners demonstrate greater persistence when confronted with challenging tasks.

This finding is consistent with Schunk and DiBenedetto (2020), who identified motivation as a predictor of effort, persistence, and self-regulated learning.

Educators should provide opportunities for learners to experience success and develop confidence in handling challenging tasks.

➤ *Theme 3: Deeper Learning and Curiosity*

Participants explained that motivation encourages exploration, problem-solving, and deeper understanding of academic content.

- P5 stated, It encourages me to explore topics beyond classroom requirements.
- P12 shared, I become more interested in finding solutions to problems.
- P13 explained, Motivation helps me develop a deeper understanding of lessons.

The findings suggest that motivated learners move beyond surface-level learning and engage in deeper cognitive processing. Motivation stimulates curiosity and intellectual exploration.

The findings align with Renninger and Hidi (2022), who argued that motivation and interest contribute to deeper learning and knowledge construction.

Teachers should design inquiry-based and problem-solving activities that stimulate curiosity and critical thinking.

➤ *Theme 4: Meaningful and Enjoyable Learning Experiences*

Participants associated motivation with enjoyment, enthusiasm, and meaningful learning experiences.

- P3 stated, When I am motivated, I enjoy learning tasks more.
- P10 shared, Motivation makes learning activities feel meaningful.
- P14 explained, It increases my enthusiasm toward academic tasks.

- P20 noted, It makes learning more enjoyable and rewarding.

Motivation transforms learning from a routine requirement into a meaningful and rewarding experience. Learners who are motivated perceive greater value in academic activities.

These findings support Self-Determination Theory, which emphasizes that intrinsic motivation enhances enjoyment, satisfaction, and engagement (Ryan & Deci, 2020).

Educators should develop learning experiences that connect academic content to students' interests and real-life experiences.

❖ *Summary of Findings for Research Question 3*

The findings indicate that motivation significantly enhances learners' interest by increasing engagement, persistence, curiosity, and enjoyment. Motivated learners become more active participants, exert greater effort, explore content more deeply, and derive greater satisfaction from learning experiences.

❖ *Research Question 4: What teaching strategies do learners perceive as effective in enhancing their motivation and interest?*

Analysis of participants' responses revealed four major themes: (1) Interactive and Collaborative Learning Strategies, (2) Experiential and Real-World Learning Approaches, (3) Technology-Enhanced Instruction, and (4) Supportive and Student-Centered Teaching Practices.

➤ *Theme 1: Interactive and Collaborative Learning Strategies*

Participants consistently identified interactive classroom activities and collaborative learning experiences as effective strategies for increasing motivation and sustaining interest. These approaches encouraged active participation, communication, and shared learning among students.

Subtheme 1.1: Interactive Discussions

Students valued opportunities to express ideas, share opinions, and engage in meaningful classroom dialogue.

- P1 stated, I like interactive discussions because they allow me to share ideas.
- P9 shared, Teachers who encourage participation increase my interest.
- P18 explained, Teachers who ask thought-provoking questions encourage participation.

Interactive discussions promote learner engagement by encouraging active involvement in knowledge construction. Students become more motivated when they are given opportunities to express their thoughts and contribute to classroom conversations.

The findings align with constructivist learning perspectives, which emphasize active participation and

dialogue as essential components of meaningful learning. Research by Wentzel et al. (2021) found that participatory classroom environments positively influence student motivation and engagement.

Teachers should incorporate open-ended questioning, classroom discussions, and learner participation strategies to foster engagement and motivation.

Subtheme 1.2: Collaborative Learning Activities

Participants highlighted the motivational value of working with classmates through group tasks and collaborative projects.

- P2 stated, Group activities help me stay engaged and motivated.
- P10 shared, Collaborative learning activities motivate me.
- P19 explained, Student-centered activities increase my interest in learning.

Collaborative learning enhances motivation by fostering peer interaction, shared responsibility, and social support. Students benefit from learning together and exchanging ideas with their classmates.

The findings support Self-Determination Theory, particularly the concept of relatedness, which emphasizes the importance of social connections in sustaining motivation (Ryan & Deci, 2020).

Teachers should design cooperative learning experiences that encourage teamwork, communication, and peer support.

➤ *Theme 2: Experiential and Real-World Learning Approaches*

Participants reported that learning experiences connected to real-life situations increased their motivation and interest in classroom activities.

Subtheme 2.1: Real-Life Applications

Students expressed greater motivation when lessons were relevant to practical situations.

- P3 stated, Using real-life examples makes lessons more interesting.
- P11 shared, Project-based learning helps me connect lessons to real situations.
- P20 explained, Practical applications of lessons help me stay motivated.

The findings suggest that students value learning experiences that demonstrate the practical relevance of academic content. Real-world connections increase the perceived usefulness and meaningfulness of learning.

These findings support Expectancy-Value Theory, which proposes that students are more motivated when they perceive learning activities as valuable and relevant to their lives (Eccles & Wigfield, 2020).

Educators should contextualize lessons using authentic examples, practical applications, and project-based learning activities.

Subtheme 2.2: Hands-On and Problem-Solving Activities

Participants emphasized the effectiveness of experiential learning activities that encourage active exploration and critical thinking.

- P6 stated, Hands-on activities help me understand lessons better.
- P8 shared, I prefer lessons that involve problem-solving activities.

Hands-on learning promotes deeper understanding and increases learner engagement by allowing students to actively participate in the learning process.

Research has consistently demonstrated that experiential learning enhances motivation by promoting autonomy, competence, and meaningful engagement (Kolb, 2015).

Teachers should provide experiential learning opportunities that encourage inquiry, experimentation, and problem-solving.

➤ Theme 3: Technology-Enhanced Instruction

Participants recognized technology as a valuable instructional tool that increases interest and engagement in learning activities.

- P5 stated, Multimedia presentations make learning enjoyable.
- P13 shared, Technology integration makes lessons engaging.

Technology enhances motivation by creating interactive, visually stimulating, and engaging learning experiences. Digital tools can support different learning styles and increase learner participation.

Recent educational research indicates that technology integration positively influences student engagement, motivation, and academic performance when used effectively (UNESCO, 2024).

Educational institutions should continue integrating technology into instruction while ensuring that technological tools support meaningful learning experiences.

➤ Theme 4: Supportive and Student-Centered Teaching Practices

Participants emphasized the importance of supportive teaching behaviors that acknowledge learners' efforts and encourage personal growth.

Subtheme 4.1: Feedback and Recognition

Students appreciated teachers who recognized their efforts and provided constructive feedback.

- P7 stated, Providing immediate feedback motivates me to improve.

- P12 shared, Teachers who recognize students' efforts motivate us.

Recognition and feedback enhance learners' confidence and encourage continued effort. Positive reinforcement contributes to sustained motivation and engagement.

Research suggests that constructive feedback promotes self-efficacy and academic motivation by helping learners recognize their progress and areas for improvement (Schunk & DiBenedetto, 2020).

Teachers should provide timely, constructive, and encouraging feedback to support learner development.

Subtheme 4.2: Creativity and Flexibility

Participants valued teaching strategies that promoted creativity, flexibility, and self-expression.

- P14 stated, Flexible teaching methods help maintain my interest.
- P15 shared, Storytelling and examples make lessons memorable.
- P16 explained, I enjoy activities that allow creativity and self-expression.

Student-centered approaches empower learners by giving them opportunities to explore ideas, express themselves, and engage creatively with academic content.

Student-centered pedagogies have been shown to increase intrinsic motivation by supporting learner autonomy and personal relevance (Ryan & Deci, 2020).

Educators should incorporate creative and flexible instructional approaches that accommodate diverse learning preferences.

❖ Summary of Findings for Research Question 4

The findings revealed that learners perceive interactive discussions, collaborative learning, real-world applications, hands-on experiences, technology integration, constructive feedback, and student-centered teaching practices as effective strategies for enhancing motivation and interest. These approaches promote active engagement, meaningful learning, and sustained participation in educational activities.

❖ Research Question 5: What challenges do learners encounter that reduce their motivation and interest in learning?

Analysis of participants' responses generated four major themes: (1) Academic and Cognitive Challenges, (2) Instructional and Classroom-Related Challenges, (3) Personal and Psychosocial Challenges, and (4) Environmental and Resource-Related Challenges.

➤ Theme 1: Academic and Cognitive Challenges

Participants reported that academic workload, difficult lessons, and performance-related pressures negatively affected their motivation and interest.

Subtheme 1.1: Academic Overload and Stress

Students frequently mentioned stress associated with multiple requirements and deadlines.

- P1 stated, Too many academic requirements can be overwhelming.
- P7 shared, Stress from multiple deadlines decreases my motivation.
- P17 explained, Pressure to achieve high grades can become stressful.

Excessive academic demands can overwhelm learners and reduce their ability to maintain motivation and engagement. Stress may interfere with concentration, persistence, and overall academic performance.

These findings support UNESCO (2024), which identified academic stress as a major factor influencing student well-being and engagement.

Educational institutions should promote balanced workloads and provide academic support systems that help students manage stress effectively.

Subtheme 1.2: Learning Difficulties and Lack of Understanding

Participants described difficulties understanding lessons as a source of frustration and reduced interest.

Supporting Evidence

- P2 stated, Lessons that are difficult to understand reduce my interest.
- P9 shared, When teachers do not explain lessons clearly, I lose interest.

Students become less motivated when they struggle to understand instructional content. Difficulty comprehending lessons can reduce confidence and increase disengagement.

Research suggests that perceived competence significantly influences motivation and engagement (Ryan & Deci, 2020).

Teachers should provide clear explanations, scaffolding, and differentiated instruction to support learner understanding.

➤ Theme 2: Instructional and Classroom-Related Challenges

Participants identified ineffective teaching methods and limited classroom engagement as factors that reduce motivation.

- P5 stated, Boring teaching methods make it difficult to stay interested.
- P16 shared, Monotonous classroom activities make learning less enjoyable.
- P19 explained, Limited interaction with teachers reduces my engagement.

The findings suggest that passive and repetitive instructional approaches negatively affect learners'

motivation. Students seek dynamic and interactive learning experiences that maintain their interest.

Research consistently shows that engaging instructional practices contribute to higher levels of motivation and classroom participation (Wentzel et al., 2021).

Teachers should diversify instructional strategies and foster meaningful interactions with students.

➤ Theme 3: Personal and Psychosocial Challenges

Participants reported that emotional, psychological, and personal factors often interfere with their motivation and academic interest.

- P3 stated, Lack of support from family sometimes affects my motivation.
- P6 shared, Personal problems often affect my concentration.
- P10 explained, Fear of making mistakes sometimes prevents me from participating.
- P12 noted, Low self-confidence affects my willingness to engage.

Motivation is influenced not only by academic factors but also by students' personal circumstances and emotional well-being. Psychological barriers can reduce participation, confidence, and academic engagement.

These findings align with contemporary studies emphasizing the role of emotional well-being and social support in educational motivation and success.

Schools should strengthen counseling services, mentoring programs, and psychosocial support systems.

➤ Theme 4: Environmental and Resource-Related Challenges

Participants identified resource limitations, financial difficulties, fatigue, and environmental distractions as barriers to motivation.

- P8 stated, Limited access to learning resources becomes a challenge.
- P11 shared, Classroom distractions reduce my focus and motivation.
- P15 explained, Financial difficulties sometimes affect my studies.
- P20 noted, Fatigue and lack of rest make it difficult to stay motivated.

External conditions significantly affect students' ability to remain motivated and engaged. Limited resources and personal circumstances may create barriers to academic participation and achievement.

The findings support literature indicating that socioeconomic and environmental factors influence educational engagement and learning outcomes (OECD, 2023).

Educational institutions should provide equitable access to resources and develop support programs addressing students' financial and welfare needs.

❖ *Summary of Findings for Research Question 5*

The findings revealed that learners encounter various challenges that reduce motivation and interest, including academic stress, learning difficulties, ineffective instructional practices, personal concerns, financial constraints, and environmental distractions. These challenges demonstrate that motivation is influenced by multiple interconnected factors operating within academic, personal, and social contexts.

➤ *Overall Synthesis of Findings*

Across all five research questions, the findings revealed that motivation functions as a multidimensional phenomenon that significantly shapes learners' engagement, persistence, interest, and academic experiences. Motivation was found to enhance participation, encourage perseverance, foster positive attitudes, and support goal-directed learning. Factors such as teacher support, positive learning environments, personal aspirations, and educational resources positively influenced motivation, while academic stress, ineffective teaching practices, personal challenges, and resource limitations reduced motivation and interest.

The emergent themes collectively suggest that motivation serves as a key factor in enhancing learners' interest by creating meaningful, engaging, and purposeful educational experiences. These findings provide a foundation for developing instructional practices, institutional policies, and support programs that strengthen learner motivation and promote academic success.

IV. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

❖ *Findings*

This phenomenological study explored the lived experiences of twenty (20) college students regarding motivation as a key factor in enhancing learners' interest during the Second Semester of School Year 2025–2026. Using semi-structured interviews and Interpretative Phenomenological Analysis (IPA), the study sought to understand how learners experience motivation, identify factors influencing motivation, determine how motivation affects learner interest, examine effective teaching strategies, and explore challenges that reduce motivation and interest.

The findings are summarized according to each research question.

Research Question 1: How do learners describe their experiences of motivation in relation to their academic activities?

➤ *Four major themes emerged:*

- Enhanced Academic Engagement and Participation
- Increased Persistence and Commitment to Learning
- Development of Positive Learning Attitudes
- Goal-Oriented Academic Growth

The findings revealed that motivation encourages active participation in classroom activities, strengthens commitment to academic responsibilities, promotes positive attitudes toward learning, and provides learners with a sense of purpose and direction. Participants described motivation as an important force that increases confidence, curiosity, enjoyment, and responsibility in their educational experiences.

Research Question 2: What factors influence learners' motivation in the classroom?

➤ *Four themes emerged:*

- Teacher Support and Instructional Practices
- Positive Learning Environment and Social Support
- Personal Aspirations and Achievement Orientation
- Learning Resources and Educational Technologies

The findings indicated that supportive teachers, engaging instructional practices, positive classroom environments, peer relationships, personal goals, and access to educational resources significantly influence learners' motivation. Teacher-related factors emerged as the most frequently cited source of motivation.

Research Question 3: How does motivation affect learners' interest in learning tasks and activities?

➤ *Four themes emerged:*

- Increased Engagement and Participation
- Enhanced Persistence and Effort
- Deeper Learning and Curiosity
- Meaningful and Enjoyable Learning Experiences

Participants reported that motivation increases their willingness to participate in learning activities, sustain effort in completing academic tasks, explore topics more deeply, and perceive learning as meaningful and rewarding. Motivation was found to strengthen learners' interest by fostering enthusiasm and active involvement in educational activities.

Research Question 4: What teaching strategies do learners perceive as effective in enhancing their motivation and interest?

➤ *Four themes emerged:*

- Interactive and Collaborative Learning Strategies
- Experiential and Real-World Learning Approaches
- Technology-Enhanced Instruction
- Supportive and Student-Centered Teaching Practices

The findings revealed that learners are motivated by instructional approaches that encourage participation, collaboration, real-world application, technology integration, constructive feedback, creativity, and self-expression. Student-centered teaching practices were consistently identified as effective in enhancing motivation and interest.

Research Question 5: What challenges do learners encounter that reduce their motivation and interest in learning?

➤ *Four themes emerged:*

- Academic and Cognitive Challenges
- Instructional and Classroom-Related Challenges
- Personal and Psychosocial Challenges
- Environmental and Resource-Related Challenges

Participants identified academic stress, difficult lessons, ineffective teaching methods, family-related concerns, low self-confidence, financial difficulties, limited resources, fatigue, and classroom distractions as significant barriers to motivation and learning interest.

❖ *Conclusions*

- Motivation serves as a fundamental factor that enhances learners' interest by increasing engagement, participation, persistence, and commitment to academic activities. Students who experience higher levels of motivation demonstrate stronger involvement in classroom learning and greater responsibility toward academic tasks.
- Learners' motivation is influenced by multiple interconnected factors, including teacher support, instructional practices, classroom environment, peer relationships, personal aspirations, and access to educational resources. Among these factors, supportive teacher behaviors and effective instructional strategies appear to have the strongest influence on student motivation.
- Motivation positively affects learners' interest by fostering curiosity, encouraging deeper engagement with academic content, and making learning experiences more meaningful and enjoyable. Motivated learners exhibit greater willingness to participate actively and invest effort in educational activities.
- Student-centered teaching approaches, including interactive discussions, collaborative learning, experiential activities, technology integration, and constructive feedback, are perceived by learners as effective strategies for enhancing both motivation and interest.
- Various academic, personal, instructional, and environmental challenges can diminish learners' motivation and interest. Academic workload, unclear instruction, ineffective teaching practices, personal difficulties, financial concerns, and limited educational resources contribute to reduced engagement and participation.
- Motivation is a multidimensional phenomenon that develops through the interaction of personal, social, instructional, and environmental influences. Consequently, enhancing learner motivation requires a holistic educational approach that addresses both academic and psychosocial needs.

❖ *Recommendations*

➤ *Recommendations for Educational Practice*

- Teachers should adopt learner-centered instructional strategies that encourage active participation, collaboration, critical thinking, and meaningful engagement in classroom activities.
- Educators should provide timely, constructive, and encouraging feedback to strengthen learners' confidence, self-efficacy, and motivation.
- Classroom instruction should incorporate real-life applications, experiential learning opportunities, and problem-solving activities to increase the relevance and meaningfulness of learning.
- Teachers should create inclusive and supportive learning environments that promote respect, positive relationships, and student participation.
- Technology should be integrated purposefully into instruction to enhance engagement and support diverse learning needs.

➤ *Recommendations for Institutional Improvement*

- Higher education institutions should develop programs that promote student motivation, engagement, and academic well-being.
- Schools should provide academic support services, mentoring programs, and counseling interventions that address motivational and psychosocial concerns.
- Institutions should invest in educational technologies, learning resources, and facilities that support effective teaching and learning.
- Professional development programs should be provided to strengthen teachers' competencies in motivational teaching practices and student-centered pedagogy.
- Schools should regularly assess student engagement and motivation to identify emerging concerns and implement appropriate interventions.

➤ *Recommendations for Policy Development*

- Educational policymakers should develop policies that promote learner-centered educational practices and positive learning environments.
- Policies should encourage the integration of motivational strategies into curriculum planning, instructional delivery, and assessment practices.
- Government agencies and educational institutions should strengthen initiatives that address educational inequities and improve access to learning resources.
- Policies should support student wellness programs that address academic stress, mental health concerns, and psychosocial challenges affecting motivation.
- Educational leaders should prioritize teacher training programs focused on motivation, engagement, and effective classroom management.

➤ *Recommendations for Community Engagement*

- Parents and guardians should be encouraged to provide emotional, academic, and motivational support to learners.

- Community stakeholders should collaborate with educational institutions in developing programs that promote student engagement and academic success.
- Community-based educational initiatives should be implemented to provide learners with additional academic support and learning opportunities.
- Partnerships between schools, families, and community organizations should be strengthened to create supportive learning ecosystems.
- Awareness campaigns should be conducted to emphasize the importance of motivation and learner interest in educational achievement.

➤ *Recommendations for Future Qualitative Studies*

- Future researchers may conduct phenomenological studies involving larger and more diverse participant groups to gain broader insights into learners' motivational experiences.
- Similar studies may be conducted across different educational levels, academic disciplines, and institutional contexts to compare motivational experiences.
- Future investigations may explore the experiences of teachers, administrators, and parents regarding learner motivation and engagement.
- Researchers may employ other qualitative approaches such as grounded theory, narrative inquiry, or case study methods to examine motivation from different perspectives.
- Mixed-methods studies may be conducted to complement qualitative findings with quantitative evidence regarding motivation, engagement, and academic performance.
- Future studies may investigate the long-term effects of motivational interventions on learners' academic success, persistence, and educational outcomes.

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