INCREASING LEARNERS SUCCESS THROUGH SELF-DETERMINATION

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Throughout the country, every schools are using self-determination instruction as a way to better motivate learners and meet the increasing need of teaching children and youth ways to more fully accept responsibilities for their lives by helping them to identify their needs and develop strategies to meet those needs. A plan to promote self-determination help learners acquire knowledge, skills, and beliefs that meet their needs for autonomy, competence, and relatedness to the group. Learners may experience autonomy when they feel supported to explore, take initiative and develop and implement solutions for their problems. Learners experience competence when challenged and given prompt feedback. Relatedness is when they perceive others listening and responding to them. When these three needs are met, learners are more intrinsically motivated and actively engaged in their learning.

Providing much - needed support for pupils self-determination in school is one way to enhance pupil learning and improve important post - school outcomes and especially for pupils with disabilities. High rates of unemployment, under-employment and poverty experienced by students with disabilities after they complete their educational programs due to the lack of self-determination. When learners perceive the primary focus of learning is to obtain external rewards, such as a good grade on an exam, they often perform more poorly, think themselves as less competent, and experienced greater anxiety than when they believe that exams are simply a way for them to monitor their own learning.
Educational benefits of self-determination principles don't stop with elementary, high school, junior and senior high school. Self-determination has identified ways to better motivate learners to learn at all educational levels, including those with disabilities.

References:

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