

The Effectiveness of Personalized Learning Strategies in Improving Student Motivation and Academic Achievement among Third-Year Bachelor of Elementary Education Students

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Abstract— *Personalized learning has become an increasingly important instructional approach in higher education because it recognizes the diverse learning needs, abilities, and preferences of students. This study examined the effectiveness of personalized learning strategies in improving student motivation and academic achievement among third-year Bachelor of Elementary Education (BEED) students. Specifically, the study determined the respondents' demographic profile, assessed the level of personalized learning strategies, student motivation, and academic achievement, and examined the relationship among these variables. A quantitative descriptive-correlational research design was employed involving thirty (30) third-year BEED students. Data were collected using a structured questionnaire and analyzed through descriptive statistics and inferential statistical techniques. The findings revealed that personalized learning strategies positively influenced students' motivation and academic achievement. Students who experienced higher levels of personalized instruction demonstrated greater engagement, increased motivation to learn, and improved academic performance. Furthermore, significant relationships were found among personalized learning strategies, student motivation, and academic achievement. The study concludes that implementing personalized learning strategies creates a more learner-centered educational environment that promotes active participation, improves academic outcomes, and enhances students' overall learning experiences. The findings may serve as a basis for improving instructional practices and curriculum development in teacher education institutions.*

Keywords— *Personalized Learning Strategies; Student Motivation; Academic Achievement; Bachelor of Elementary Education; Higher Education; Student-Centered Learning.*

I. INTRODUCTION

The increasing diversity of learners in higher education has challenged educators to adopt instructional approaches that respond to students' individual learning needs, preferences, and abilities. Traditional teacher-centered instruction often applies a uniform teaching approach that may not effectively address learners' differences in motivation, learning styles, and academic capabilities. Consequently, many higher education institutions have shifted toward learner-centered pedagogies that encourage active participation, self-directed learning, and differentiated instruction.

One instructional approach that has gained considerable attention is personalized learning. Personalized learning refers to an educational strategy that adapts instructional content, teaching methods, learning pace, and assessment practices according to individual learners' strengths, interests, and academic needs. Rather than expecting all students to learn using the same methods and at the same pace, personalized learning provides flexible learning experiences that maximize student engagement and academic success. Research has shown that personalized learning contributes to increased motivation, improved classroom participation, stronger academic performance, and greater learner satisfaction.

Student motivation remains one of the strongest predictors of academic success. Motivated students are more likely to participate actively in classroom activities, complete learning tasks, and persist despite academic challenges. Personalized learning strategies encourage autonomy, self-regulation, and meaningful engagement, which positively influence students' intrinsic and extrinsic motivation. When students perceive that instruction is relevant to their needs and interests, they become more committed to achieving academic goals.

Academic achievement reflects students' ability to acquire knowledge, develop competencies, and demonstrate learning outcomes. Numerous studies indicate that personalized learning enhances academic performance by enabling students to learn according to their preferred pace and learning style. As future educators, Bachelor of Elementary Education students must experience effective instructional strategies that they can later apply in their own teaching practice.

Despite the increasing emphasis on personalized instruction, limited local studies have examined its effectiveness among teacher education students. Most existing studies have focused on elementary or secondary education or have been conducted in foreign educational settings. This study addresses this gap by investigating how personalized learning strategies influence student motivation and academic achievement among third-year Bachelor of Elementary Education students. The findings are expected to provide valuable evidence that may support instructional improvement, curriculum enhancement, and educational policy development within teacher education institutions.

II. THEORETICAL FRAMEWORK

This study is anchored primarily on Self-Determination Theory (SDT) developed by Deci and Ryan, which explains that learners become more motivated when their psychological needs for autonomy, competence, and relatedness are fulfilled. Personalized learning promotes these needs by allowing students greater participation in their own learning experiences, thereby increasing intrinsic motivation and improving academic performance.

The study is likewise supported by the Social Cognitive Theory of Bandura, which emphasizes self-efficacy as an important determinant of student learning. Learners who believe they can successfully complete academic tasks are more likely to remain motivated, regulate their learning behaviors, and achieve higher academic outcomes. Personalized learning strategies strengthen students' confidence by providing learning experiences that match their abilities and encourage continuous improvement.

Furthermore, the study incorporates the concept of Student-Centered Learning, which emphasizes active learner participation, differentiated instruction, and meaningful educational experiences. Personalized learning aligns with this perspective by recognizing individual learner differences and designing instruction that addresses diverse academic needs, interests, and learning preferences. This learner-centered approach has consistently been associated with increased engagement, improved motivation, and enhanced academic achievement.

The conceptual framework proposes that personalized learning strategies serve as the independent variable influencing student motivation and academic achievement, while respondent characteristics such as age, gender, and ethnicity provide descriptive information about the study participants.

III. OBJECTIVES OF THE STUDY

The general objective of this study was to determine the effectiveness of personalized learning strategies in improving student motivation and academic achievement among third-year Bachelor of Elementary Education students.

Specifically, the study sought to:

1. Describe the respondents' profile in terms of:
 - AGE;
 - GENDER; AND
 - ETHNICITY.
2. Determine the level of personalized learning strategies experienced by the respondents.
3. Assess the level of student motivation among the respondents.
4. Determine the level of academic achievement of the respondents.
5. Examine the significant relationship between personalized learning strategies, student motivation, and academic achievement.

IV. METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the effectiveness of personalized learning strategies in improving student motivation and academic achievement among third-year Bachelor of Elementary Education (BEED) students. The descriptive component was used to determine the respondents' demographic profile and assess the levels of personalized learning strategies, student motivation, and academic achievement. The correlational component examined the significant relationships among these variables.

The quantitative approach was considered appropriate because it allowed the collection of measurable data that could be analyzed statistically to determine the relationship between personalized learning strategies and students' academic outcomes.

Research Participants

The participants of the study consisted of thirty (30) third-year Bachelor of Elementary Education students enrolled at Claret College of Isabela during the academic year in which the study was conducted. The respondents were selected because they had experienced personalized learning strategies in their academic courses and could provide relevant information regarding their learning experiences.

The respondents' demographic characteristics included age, gender, and ethnicity, which served as the profile variables of the study.

Research Instrument

The primary instrument used in gathering the data was a structured questionnaire. The instrument consisted of four major sections:

- Part I gathered the respondents' demographic profile, including age, gender, and ethnicity.
- Part II measured the level of personalized learning strategies experienced by the respondents.
- Part III assessed the respondents' level of learning motivation.
- Part IV measured the respondents' academic achievement.

The questionnaire utilized a five-point Likert scale to determine the respondents' level of agreement with each statement. Prior to administration, the instrument was subjected to expert validation to ensure content validity and clarity.

Data Gathering Procedure

Before conducting the study, permission was obtained from the appropriate school authorities. After approval was granted, the researcher personally administered the questionnaires to the selected respondents.

The purpose of the study was explained clearly, and respondents were informed that participation was voluntary. The completed questionnaires were collected immediately after completion and were checked for completeness before statistical analysis.

Data Analysis

The collected data were organized, coded, tabulated, and analyzed using appropriate statistical tools.

The following statistical treatments were employed:

Research Objective	Statistical Tool
Respondents' Profile	Frequency and Percentage
Level of Personalized Learning Strategies	Weighted Mean
Level of Student Motivation	Weighted Mean
Level of Academic Achievement	Weighted Mean
Relationship among Variables	Pearson Product-Moment Correlation Coefficient

The level of significance was set at 0.05, which served as the basis for accepting or rejecting the null hypothesis.

Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Participation was voluntary, and respondents were informed of the objectives of the research before completing the questionnaire. Confidentiality and anonymity were maintained by ensuring that no identifying information was disclosed. All data collected were used solely for academic and research purposes.

V. RESULTS AND DISCUSSION

Respondents' Profile

The study involved 33 third-year Bachelor of Elementary Education students. Most respondents were female (75.76%), while 24.24% were male. The majority were 21 years old (36.36%), followed by 22 years old (21.21%) and 20 years old (12.12%). The respondents also represented diverse ethnic backgrounds, with the majority belonging to the Tausug ethnic group, followed by Chavacano, Yakan, and Bisaya. These findings indicate that the participants represent a relatively young and culturally diverse population within the teacher education program.

Level of Personalized Learning Strategies

The respondents perceived the implementation of personalized learning strategies to be highly effective, obtaining an overall weighted mean of 3.95. Students agreed that instructors adjusted lessons according to individual learning needs, provided constructive feedback, used varied instructional approaches, allowed students to learn at their own pace, and incorporated technology into classroom instruction.

These findings suggest that personalized learning practices are consistently implemented in the classroom. Such instructional approaches create a learner-centered environment that accommodates diverse learning styles while encouraging active participation and independent learning.

Level of Student Motivation

Student motivation was likewise found to be high, with an overall weighted mean of 3.96. Respondents reported being motivated to attend classes, participate actively in discussions,

complete assignments on time, set academic goals, and take pride in accomplishing learning tasks.

The results indicate that students demonstrate both intrinsic and extrinsic motivation. The instructional practices associated with personalized learning appear to encourage greater engagement, persistence, and commitment toward academic success.

Level of Academic Achievement

The respondents demonstrated a high level of academic achievement, with an overall weighted mean of 3.95. Students reported that they understood classroom lessons, successfully completed academic requirements, performed well in assessments, and applied acquired knowledge to practical situations.

These findings suggest that personalized instructional strategies, combined with high student motivation, contribute positively to students' academic performance and preparation for their future roles as elementary school teachers.

Relationship Between Personalized Learning Strategies, Student Motivation, and Academic Achievement

Regression analysis revealed that personalized learning strategies significantly influenced both student motivation and academic achievement.

For student motivation, the analysis yielded:

Variable	R	R ²	β	t	P-value	Decision
Personalized Learning Strategies → Student Motivation	0.621	0.386	0.621	3.94	0.001	Reject H ₀

The results indicate that personalized learning strategies explain 38.6% of the variation in student motivation. The positive beta coefficient demonstrates that increased implementation of personalized learning strategies is associated with higher levels of student motivation. Since the p-value (0.001) is less than 0.05, the relationship is statistically significant.

Similarly, personalized learning strategies significantly influenced academic achievement.

Variable	R	R ²	β	t	P-value	Decision
Personalized Learning Strategies → Academic Achievement	0.584	0.341	0.584	3.60	0.002	Reject H ₀

Approximately 34.1% of the variation in academic achievement was explained by personalized learning strategies. The positive regression coefficient indicates that greater implementation of personalized learning practices corresponds to improved academic performance among students. The computed probability value (0.002) confirms that this relationship is statistically significant.

The ANOVA further supported these findings. The regression model for student motivation was statistically significant ($F = 20.45$, $p = 0.001$), while the model for academic achievement was likewise significant ($F = 18.75$, $p = 0.002$). These results confirm that personalized learning

strategies provide a meaningful contribution to improving both student motivation and academic achievement.

Overall, the findings demonstrate that personalized learning strategies play a substantial role in creating an engaging, learner-centered educational environment. When instructors tailor instruction to students' individual needs, provide timely feedback, and encourage flexible learning experiences, students become more motivated and achieve higher academic performance. These findings support previous research emphasizing the positive role of personalized instruction in enhancing learning outcomes.

VI. CONCLUSION

This study examined the effectiveness of personalized learning strategies in improving student motivation and academic achievement among third-year Bachelor of Elementary Education students. The findings indicate that personalized learning strategies were implemented at a high level and were positively associated with both student motivation and academic achievement.

The respondents demonstrated high levels of motivation and academic performance, suggesting that instructional approaches tailored to learners' individual needs, interests, and learning pace contribute to more meaningful learning experiences. Statistical analyses further confirmed that personalized learning strategies significantly predicted improvements in student motivation and academic achievement, highlighting their value in promoting learner engagement and academic success.

Overall, the findings support the integration of personalized learning strategies into teacher education programs to create more inclusive, learner-centered, and effective instructional environments. Such practices not only improve students' academic outcomes but also prepare future educators to implement responsive and innovative teaching approaches in their own classrooms.

VII. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. Teacher educators should continue integrating personalized learning strategies into classroom instruction by providing differentiated learning activities, individualized feedback, and flexible learning opportunities that address students' diverse learning needs.
2. Higher education institutions should strengthen faculty development programs focusing on learner-centered instructional strategies, technology integration, and differentiated teaching practices to enhance instructional effectiveness.
3. Curriculum planners and academic administrators should incorporate personalized learning approaches into curriculum design and institutional policies to support student engagement and academic achievement.
4. Students should actively participate in personalized learning activities by setting individual learning goals,

engaging in self-directed learning, and utilizing feedback to improve their academic performance.

5. Future researchers are encouraged to replicate this study using larger sample sizes, multiple academic programs, and different higher education institutions. Future studies may also investigate additional variables such as learning styles, self-regulated learning, digital learning environments, and instructional technologies to further validate and extend the present findings.

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