

**ENVIRONMENTAL FACTORS AFFECTING THE  
MOTIVATIONAL BEHAVIOR OF STUDENTS IN  
CAVITE STATE UNIVERSITY - IMUS CAMPUS**

Undergraduate Thesis  
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## ABSTRACT

**DIANE NICOLE FAE A. BAY; Environmental Factors Affecting the Motivational Behavior of Students at Cavite State University-Imus Campus.** Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University-Imus Campus Imus City, Cavite. April 2013. Adviser: Ms. Alfe M. Solina.

This study analyzed the relationship between the environmental factors (such as family, peer attachment, professors, and institution) that affect the motivational behavior of the students of Cavite State University- Imus Campus. It was conducted from October 2013 to March 2013.

The general objective of this study is to determine if there is a significant relationship between environmental factors and students motivational behavior. Specifically, it aimed: (1) to determine the demographic profile of the respondents in terms of age and sex; (2) to determine the level of motivational behavior of the students; (3) to determine how the family, peer attachment, professors and institution affect the students' motivational behavior; and (4) to determine if there is a significant relationship between environmental factors and students motivational behavior.

Descriptive method and correlational analysis were used as a research design of this study. The data was gathered by using the self-made questionnaire. Spearman-Rank Order Coefficient of Correlation was used to test the significant relationship of environmental factors and motivational behavior of the students towards to their study.

The 325 participants of the study were from selected programs of Cavite State University- Imus Campus. The normal age of the participants is 16- 25 years old and they are predominantly female. The environmental factor showed *often* affection to the



students' motivational behavior; certainly the students have a high motivational behavior with regards to their study.

The family and institution are moderately influential to the students' motivational behavior. The family showed no significant relationship with the motivational behavior of the students. The peer attachment and institution showed significant and positive but weak relationship with the students' motivational behavior; professors showed highly significant and positive but weak relationship with the students' motivational behavior towards to their study.