Motivations among the Cream of the Crop

Dr. Rose A. Arceño

Assistant Professor of the Palompon Institute of Technology (PIT), Palompon, Leyte. She is currently the head of the Research and Planning Unit of the College of Graduate Studies of PIT
(corresponding author: rose_arceno@yahoo.com
or   rose.arceno@pit.edu.ph

ABSTRACT

This is a motivational study from a participant who received the top-notch award. The study was designed to expose the secrets toward academic achievement. It utilized the descriptive case study type on the real-life context. The self-written report of the participant was analyzed using the Sentiment Analysis with Python Natural Language Text Processing (NLTK) 2.0.4 Text Classification. The positive statements in the narrative were the motivating forces. With these, several theme-based propositions were developed. (1) Positive academic self-concept contributes to self-fulfillment and achievement. (2) Strong self-determination is a motivating factor toward academic success. (3) Hard work and patience are powerful forces of success. (4) Positive affects develop desirable outcomes. These propositions complement the Self-Determination Theory adopted in this study. The results encouraged the students to keep moving on despite life's consequences to achieve their dreams. The teachers are well-reminded too to become supportive of their students' goals and embed the "in loco parentis" principle.

Keywords: Cream of the Crop, Maritime Education, Motivation, Sentiment and Text Analysis, Self-determination Theory

1. Introduction

Self-determination and hard work are very important for college students who are confronted with multiple roles in life. In the Philippines, there are families who want to support the education of their children for them to become professionals despite the meager income. With multiple roles in life, the motivated students did not set aside their goal of obtaining a college degree, they are driven by the same motivators—career acquisition, personal development, and improved well-being. However, some success stories were not well-documented due to lack of concern on some isolated cases.

A better way to achieve this is to gather relevant data that supports the exposure of inspiring academic endeavors. Ryan & Deci, (2000) claimed that people can act in anticipation of future problems, needs or changes, or act only when an external influence is applied as required by the social

conditions the individual is engaged. However, the three inherent psychological needs -- competence, autonomy, and relatedness were not yet explored so much by some researchers. Certainly, it yielded enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.

To satisfy the gap, the strategy adopted by the participant was revealed to encourage other college students to do the same in order to achieve their dreams. The literature reviewed on self-determination and hard work support also the efforts done by the participant that led to top-notch academic achievement. It is not easy to compete for other students who are privileged in life, but the participant focused on this research was able to make it through the high-sounding victory.

2. Theoretical/Conceptual Framework of the Study

This study adopts the self-determination theory. It is a concept explaining the urge which underlies the choices people make. The theory was developed by Edward L. Deci and Richard M. Ryan in the mid-1980s. The inner urge, in this context, is what moves us to act (Deci & Ryan, 1995). The theory considers the inherent, positive human tendency to move towards growth and outlines three core needs which facilitate that growth. Those needs are Autonomy, Competence, and Relatedness.

Competence – The need to experience our behaviors as effectively enacted (to feel like we've done a good job) (Niemiec, & Ryan, 2009).

Autonomy – The need to experience behavior as voluntary and "…reflectively self-endorsed" (Niemiec, & Ryan, 2009) (to feel like we have control over what we do).

Relatedness – The need to "…interact, be connected to, and experience caring for others" (Baumeister & Leary, 1995) (to have meaningful relationships and interactions with other people).

Here's why these needs are so critical: Self-determination Theory (SDT) outlines two types of motivation, intrinsic and extrinsic. The three needs to promote intrinsic motivation. This type of motivation initiates "behavior for its own sake," because it's inherently satisfying or engaging (Deci & Ryan, 1995).

Self-determination theory (SDT) maintains that an understanding of human motivation requires a consideration of innate

psychological needs for competence, autonomy, and relatedness. This theory emphasized that needs to specify the necessary conditions for psychological growth, integrity, and well-being. This concept of needs leads to the hypotheses that different regulatory processes underlying goal pursuits are differentially associated with effective functioning and well-being and also that different goal contents have different relations to the quality of behavior and mental health, specifically because different regulatory processes and different goal contents are associated with differing degrees of need satisfaction. Social contexts and individual differences that support satisfaction of the basic needs to facilitate natural growth processes including intrinsically motivated

behavior and integration of extrinsic motivations, whereas those that forestall autonomy, competence, or relatedness are associated with poorer motivation, performance, and well-being (Deci, et al., 2000).
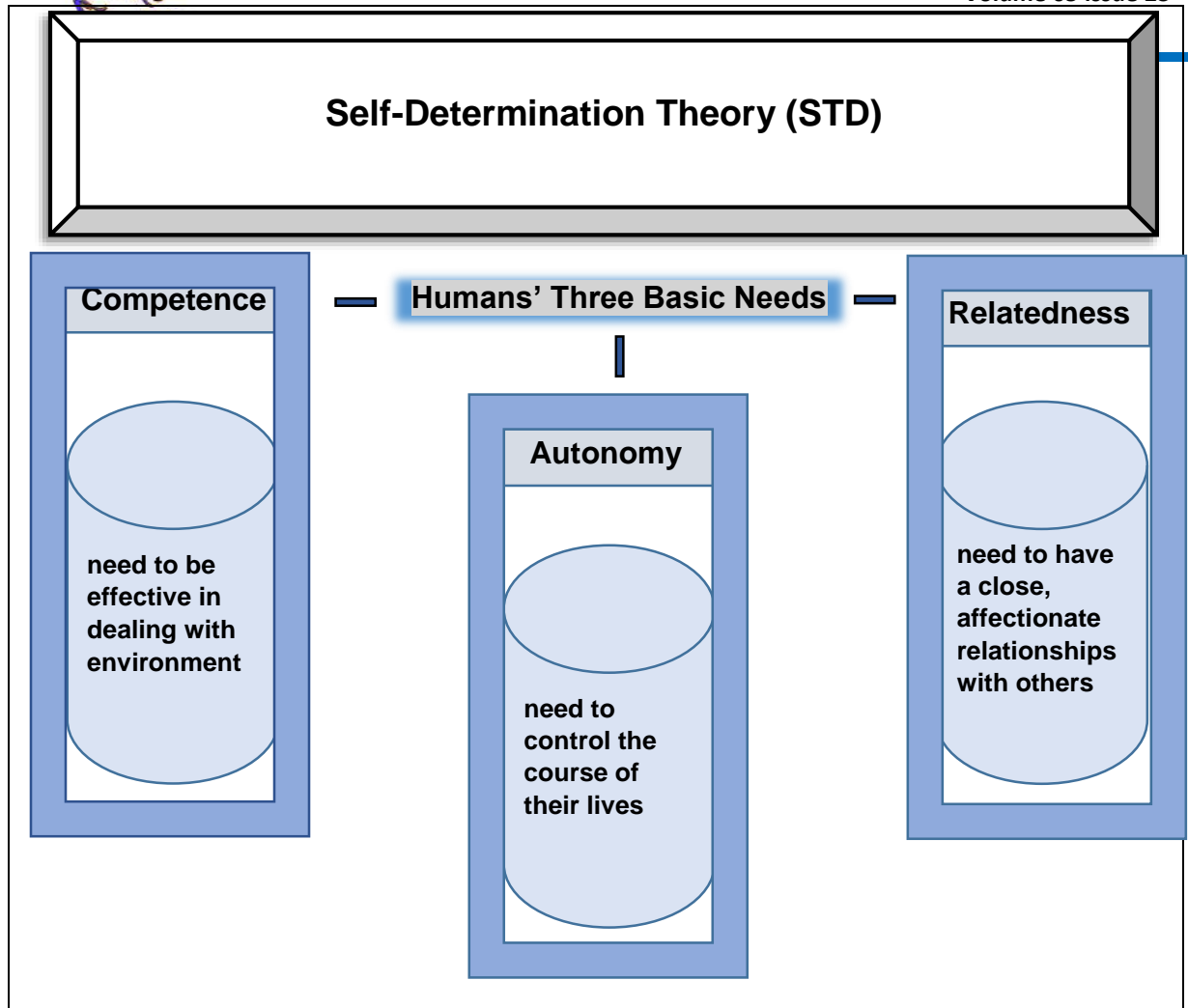
The utility of applying self-determination theory to educational settings is now evident. Two decades of empirical work support the following two conclusions: (1) autonomously-motivated students thrive in educational settings, and (2) students benefit when teachers support their autonomy. Further, the positive classroom outcomes experienced by autonomously-motivated students appear in both the academic and developmental domains (Reeve, 2002).

Figure 1. Schematic Diagram of the Study of the Conceptual Framework of the Study

3. Objectives

The study explored the motivations of the individual featured in this study which led to academic victory.

Specifically, it sought to:

Self-Determination Theory (STD)

Competence

Humans' Three Basic Needs

Relatedness

need to be effective in dealing with environment

Autonomy

need to have a close, affectionate relationships with others

need to control the course of their lives

1. expose the secrets toward academic achievement,

2. classify the statement in the narrative,

3. develop theme-based propositions based on the narrative, and

4. report the result using Sentiment Analysis with Python Natural Language

   Text Processing (NLTK).

4. Methodology

Research Design. This study utilized a descriptive case study type. It described the real-life context which occurred to an individual (Yen, 2003). This approach has the potential to deal with simple through complex situations. It is an excellent opportunity to gain tremendous insight into a case. The justifications for the adoption of the case study method are: (1) the behavior of the respondent cannot be manipulated, it covers contextual conditions believed to be relevant to the phenomenon under study; and (2) the boundaries are not clear between the phenomenon and context.

Research Environment. The environment where the case happened is a coastal location in Leyte, Philippines where the latitude is 10.862454, and the longitude is 124.881119. The Island's place category with the global positioning system (GPS) has coordinates of 10° 51' 44.8344" N and 124° 52' 52.0284" E.

Data Gathering Procedures. An informed consent was sought before the participant was required to make a self-written report (personal framework reflection) which was sent through email to the researcher. No changes were made to the narration so that the emotional component of it will give a great

appeal to the reader, particularly the flow of life events. With this the motivational aspect and aspirations are evident. The ontological perspective is so natural considering that the data were gathered from the primary source. Various strands of data that were braided together to promote a greater understanding of the case.

Method of Interpretation of the text. The researcher utilized Natural Language Processing (NLP). It is a vast area of Computer Science that is concerned with the interaction between computers and human language. The Sentiment Analysis with Python Natural Language Text Processing (NLTK) Text Classification was the Application Programming Interface (API) used. The NLTK 2.0.4 is powered for text classification process. It can tell whether the text expresses the positive sentiment, negative sentiment, or if it is neutral. Using hierarchical classification, neutrality is determined first, and sentiment polarity is determined second, but only if the text is not neutral (Schutze, et al.,n.d.).

Sentiment analysis or emotion Artificial Intelligence (AI) refers to the use of natural language processing, text analysis, computational linguistics, and biometrics to systematically identify,

extract, quantify, and study affective states and subjective information. Generally speaking, sentiment analysis aims to determine the attitude of a speaker, writer, or another subject with respect to some topic or the overall contextual polarity or emotional reaction to a document, interaction, or event. The attitude may be a judgment or evaluation (appraisal theory), affective state (the emotional state of the author or speaker), or the intended emotional communication (the emotional effect intended by the author or interlocutor (Wikipedia, the free encyclopedia).

Furthermore, sentiment basically refers to the contextual polarity of a text or a document, meaning, the emotional effect the text or document has on the reader (or the author wants to convey). It also indicates the attitude of the author on the subject.

Sentiments are inherently subjective, you and I may interpret the attitude of the same text differently. It depends on the personal morals, values, and beliefs of a person.

Positive words/sentences have a positive sentiment attached to them (for example, when some text indicates happiness, enthusiasm, kindness etc., they're generally classified as having a positive sentiment). Similarly, negative sentences have a negative

sentiment attached to them (for example, when some text indicates sadness, hate, violence, discrimination etc., they're generally classified as having a negative sentiment). When no emotions are implied, they're classified as neutral.

Humans are inherently good at judging sentiments in a given context, but getting an AI (or a computer) to do the same is very challenging. Computer science has a dedicated field that deals with the challenges involving Human Natural languages and it's called Natural Language Processing. The area that deals with extracting such subjective information from some text or document is called Sentiment Analysis (Vinay, 2014).

The score indicates how negative or positive the overall text analyzed is. Anything below a score of -0.05 is tagged as negative and anything above 0.05 is tagged as positive. Anything in between inclusively is tagged as neutral (Shih, Joseph, 2018).

Polarity, also known as orientation is the emotion expressed in the sentence. It can be positive, negative or neutral. Subjectivity is when text is an explanatory article which must be analyzed in context.

In the realm of Sentiment analysis, the main goal would be to classify the polarity of a

given text at different levels —whether the expressed opinion in a document, a sentence or an entity feature/aspect is positive, negative, or neutral (Zohrabi, 2017). There is no one correct way to report a case study (Yin, 2003). He suggested six methods for reporting a case study. These include: linear, comparative, chronological, theory building, suspense, and unsequenced (Yen, 2003). The one adopted in this research is comparative. In order to understand the findings, theme-based propositions were compared and contrasted to what can be found in published literature in order to situate the new data into preexisting data. Emotion detection was then initiated.

. 5. Results and Discussion

5.1 The Narrative

The paragraphs (P) are numbered from 1 – 21. After each paragraph, the category probability was indicated. This is done to have an idea about the classification of the text using the software mentioned earlier

P1 "*Hi, I'm a motivated woman. "I was born and raised at village 1. I'm nineteen. We are five in the family, I am the second eldest of*

my three siblings and we are currently living with our father."

This paragraph is neutral.

P2 *"I grew up in my grandparents' home after our parents separated. I was only five years old when my mother left. Since then, my father only had my grandparents to help* him in making both ends meet for us most especially in sending us to school. My father never married again."

The paragraph is neutral with a subjectivity value on neutrality which is 0.8 and a polarity of 0.2.

P3 *"At a young age, I normally go with my father to the sea where I would stay under the scorching heat looking for seashells in the shallow water areas and would sell them in the neighborhood. There were those times that we would rise up as early as 3 am to catch the good timing for picking up shells during low tides. I have had the taste of hard life at a young age just to help my parents make a living."*

The paragraph is neutral with a subjectivity value on neutrality which is 0.6 and a polarity of 0.4.

P4 *"In the weekends I usually help my grandmother in cleaning the fish "danggit" before having them dried. I was also early accustomed to dealing with people because my papa used to have me*

go for an errand, run to the neighboring stores where I would, on a frequent basis ask for "good for" that's what they call it. Until it has been normal to me that I would hear the rants of my neighbors accusing my parents of being incapable. I was young and I keep on hearing this. The saddening matter has long been embedded in my thoughts. This really made me promise myself to work my way up."

The paragraph is negative with a subjectivity value on neutrality which is 0.4 and a polarity of 0.6. Furthermore, the level of positivity is 0.3 and the negativity value is 0.7.

P5 *"It wasn't easy growing up without a mother, a mother to take care of you, to prepare your things when you go to school, to take you to church with her on Sunday masses. All these things that I see on TV, remained just a visual picture because I never experienced them all in actual."*

The paragraph is negative with a subjectivity rating of 0.3 on neutrality and a polarity of 0.7. On positivity and negativity the value is the same, 0.5.

P6 *"Nevertheless, I had my Grandmother, she fostered us, compensated all the misgivings of my biological mother. Despite the hardships in life, which I was early exposed to, I grew up as a cheerful child. With the basic life I had, my grandmother was there, although she's not the type who would reprimand us if we do not attend our studies. She just doesn't say a word. I don't even remember*

any memory of her saying we should do well with our studies. She's way-way too different. And I thank her for being such. She raised us to struggle and strive independently; she was only there to guide. We are a family of achievers. I know she believes that we have long-term visions in our lives but she lets us take the decision instead."

The paragraph is negative with a subjectivity rating of 0.2 on neutrality and a polarity of 0.8. On positivity the value is 0.4 and on negativity the value is 0.6.

P7 *"I'm a person who strongly believes that there is always a chance meant for all of us, that we attract the things we aspire. That we connect with our visions given the drive and passion of attaining them. I am a person who takes responsibility for everything that I do. I have been a consistent member of the top students in the class since elementary. I finished secondary education with the highest honors and as an academic scholar."*

The paragraph is positive with a subjectivity rating of 0.4 on neutrality and a polarity of 0.6. On positivity the value is 0.7 and on negativity the value is 0.3.

P8 *"Yet, because of our economic situation, I remember I was graduating in High School that time and my parents never mentioned of any plans on sending me to school so I could proceed on the tertiary level. They never asked me about my plans and what course I wanted to be enrolled in. Little did they know that I*

already have those things in my mind, I was only on my second year in high school when I started to visualize a vivid picture of how I would make my way to the institution."

The paragraph is negative with a subjectivity rating of 0.2 on neutrality and a polarity of 0.8. On positivity the value is 0.2 and on negativity the value is 0.8.

P9 *"So the tactic was to do very very well with my studies, to maintain my academic status and of course to graduate with the highest honors in as much as possible so I could have better chances in finding sponsoring group/agencies who will shoulder my scholastic needs. Piece by piece I patched my way up, applied to various sponsors, until I had the chance with the Local Government Unit of a certain municipality, of fifty applicants I topped the exams and was luckily admitted as one of the three beneficiaries."*

The paragraph is neutral with a subjectivity rating of 0.9 on neutrality and a polarity of 0.1.

P10 *"I enrolled in maritime education (BS MARINE TRANSPORTATION) because I believe that the industry can give me a better room in developing myself for my future professional growth. I also believe that with the nature of the work in the industry my personality fits. My passion for communicating with people can be a good asset in achieving a harmonious working relationship. With the kind of life in the coastal areas where I was accustomed to, I believe that the life at sea can never*

be anything new to me. Of course for practical reasons, joining the maritime industry would really help me alleviate our economic status and I could be more able to help my brothers and sister."

The paragraph is positive with a subjectivity rating of 0.2 on neutrality and a polarity of 0.8. On positivity the value is 0.8 and on negativity the value is 0.2.

P11 *"Moreover, because of my good performance in high school, I was also fortunately listed as one of the sponsored students of the Commission on Higher Education. With the opportunities that these two sponsoring agencies have given me, my parents have been relieved of the greater expenses that they have to make. However, because the scholarship would only shoulder the scholastic needs my parents still have to generate for my stipends, I admit that even with the payment in the boarding house they're still finding it hard to make up."*

The paragraph is negative with a subjectivity rating of 0.2 on neutrality and a polarity of 0.8. On positivity the value is 0.2 and on negativity the value is 0.8.

P12 *"With all these hardships and frustrations in life, my Grandmother was with me, she was my mother and my supporter, she really wanted to see me up on that stage signing the paper. There were those times I remember, that I would never call her because I get pissed whenever I don't receive my allowance on a regular basis. I refrained going home on weekends because I was mad at them.*

ALL THOSE THINGS I STILL REGRET UNTIL NOW."

The paragraph is negative with a subjectivity rating of 0.4 on neutrality and a polarity of 0.6. On positivity the value is 0.3 and on negativity the value is 0.7.

P13 *"Just last year I was with her while she was fighting with the severe anemia she had. I stayed with her for a month in the hospital. It has been a depressing month for me, it pains me to remember how those barren nights consume me, thinking how I would compensate for all my shortcomings. Just last April 29, 2017, she died of cardiac arrest. Since then it has only been my father all alone who's been making both ends meet for us. I know it's hard for him. I know how much efforts he exerts, I know how tiring it has been for him going to the sea in the night and doing labor in the day. I never wanted my father toiling all day long and spending the night away from home instead of having a good rest."*

The paragraph is neutral with a subjectivity rating of 0.8 on neutrality and a polarity of 0.2.

P14 *"So, after the death of my grandmother, I was offered a job, I was appointed to take over the job she left. She served the barangay as the Brgy. treasurer for 24 years."*

The paragraph is neutral with a subjectivity rating of 1.0 on neutrality and a polarity of 0.0.

P15 *"Consequently, at 18, I was appointed as the youngest disbursing officer in the town. That means I do accounting for the barangay. I manage the record keeping of whatever comes in and out of the bank of the barangay. I do the appropriations and the monthly submissions of transmittal letters and bank statements. All these things I have been doing them together with my studies. YES, IT'S VERY HARD. There were times that I get distracted by my studies, that I don't get enough time to prepare my reports and even skip from class because I have to do transactions in the bank."*

The paragraph is negative with a subjectivity rating of 0.4 on neutrality and a polarity of 0.6. On positivity the value is 0.2 and on negativity the value is 0.8.

P16 *"It has been really challenging, a mixture of motivation and frustrations, I remember I cried last time during our class in Geography, I was supposed to have my report that time and the barangay is also having an annual audit. That very moment I really felt jealous of my classmates. Because all they have to do was only to go to school and study. Still, I THANK God for giving me a strong heart and firm determination to go through. With the little compensation that I get from the job, I have helped my father with the payment in the boarding house and also have helped him with our allowances. I have been staying in the boarding house with my sister, so that means I paid a double amount."*

The paragraph is neutral with a subjectivity rating of 0.8 on neutrality and a polarity of 0.2.

P17 *"I went my way through all the hurdles with a happy heart, studied in the day, and divided my time in the evening to have my work done before the deadlines. In God's will, I was qualified to take the selection examination for deck cadets conducted by the foreign-owned company."*

The paragraph is neutral with a subjectivity rating of 0.6 on neutrality and a polarity of 0.4.

P18 *"This has been my end goal, after all, my gateway towards my greater duties. I had three bittersweets, motivating and challenging years waiting for this opportunity. With all the dedication and determination I have, together with my groupmates, we had rigid review schedules. Apart from the reviews conducted in the class we also had reviews in the boarding house. When the exam was nearing there were times that we skip meals and have the reviews straight up to 0200 in the morning."*

The paragraph is neutral with a subjectivity rating of 0.7 on neutrality and a polarity of 0.3.

P19 *"At last just this April, we took the exam. Yes, indeed it wasn't easy. The pressures and all the "what-if's "are there knowing you only need one big shot in a single opportunity. The chance in the*

foreign-owned company isn't something that comes on a frequent basis so it is really normal that you would feel all the frustrations and, of course, the excitement especially if you had enough time with the reviews."

The paragraph is negative with a subjectivity rating of 0.2 on neutrality and a polarity of 0.8. On positivity and negativity the value is 0.5, respectively.

P20 *"I thank God for guiding me all the way here to where I am now. I thank Him for lifting me up and for showing me the essence of hard work and patience."*

The paragraph is positive with a subjectivity rating of 0.4 on neutrality and a polarity of 0.6. On positivity and negativity the value is 0.5, respectively.

P21 *"I always believe that all my sacrifices will be paid off in the long run. Believe in yourself because no one will do it for you. Nothing is really comparable receiving that award upstage knowing you have worked for it. In this rapidly changing life, long stretched difficulties will always confront you, may you be ready or not. So for once in your life, dare to dream of bigger things and it will take you to where you wanted to be in this lifetime."*

The paragraph is positive with a subjectivity rating of 0.1 on neutrality and a polarity of 0.9. On positivity and negativity the value is 0.5, respectively.

To summarize all the narrative, Table 1 was presented.

Table 1. Scores on Sentiment Analysis by Paragraph

Paragraph	Classification Probability				Interpretation On Text Type
	Subjectivity		Polarity		
	Neutral	Polar	Positive	Negative	
1	1.0	0.0		0.7	neutral
2	0.8	0.2			neutral
3	0.6	0.4			neutral
4	0.4	0.6	0.3	0.7	negative
5	0.3	0.7	0.5	0.5	negative
6	0.2	0.8	0.4	0.6	negative
7	0.4	0.6	0.7	0.3	positive
8	0.2	0.8	0.2	0.8	negative
9	0.9	0.1			neutral
10	0.2	0.8	0.8	0.2	positive
11	0.2	0.8	0.2	0.8	negative
12	0.4	0.6	0.3	0.7	negative
13	0.8	0.2			neutral
14	1.0	0.0			neutral
15	0.4	0.6	0.2	0.8	negative
16	0.8	0.2			neutral
17	0.6	0.4			neutral
18	0.7	0.3			neutral
19	0.2	0.8	0.5	0.5	negative
20	0.4	0.6	0.5	0.5	positive
21	0.1	0.9	0.5	0.5	positive
	0.8	0.2	Overall classification is neutral		

Text Analyses. A gleaned in Table 1, paragraphs 7, 10, 20 and 21 are interpreted as positive. Dealing with the context of these paragraphs, leading to four theme-based propositions.

Paragraph 7. "I'm a person who strongly believes that there is always a chance meant for all of us, that we attract the things we aspire. That we connect with our visions given the drive and passion of attaining them. I am a person who takes responsibility for everything that I do. I have been a consistent member of the top students in the class since elementary. I finished secondary education with the highest honors and as an academic scholar."

Proposition Number 1 from P7. Positive academic self-concept contributes to self-fulfillment and achievement.

This proposition was confirmed by some authors. One of them is Hau, et al. 2015 supported that positive academic self-concept has been considered one of the most important indicators of educational success. Empirical evidence across divergent educational and cultural contexts supports (1) a hierarchical multidimensional model of self-concept, (2) reciprocal causal relations between academic achievement and corresponding self-concepts, (3) the use of both internal and external frames in making self-concept judgment, and (4) the importance of both social comparison and reflected glory effects.

In addition, Guay, 2013, indicated that achievement has an effect on self-concept and that academic self-concept has an effect on achievement.

Areepattamannil, et al. (2008) studied the academic achievement, academic self-concept, and the academic motivation of immigrant teenagers in the Greater Toronto Area Secondary Schools. As compared to nonimmigrant teenagers, it stresses that immigrant teenagers have higher performance in mathematics and school self-concepts. Moreover, they have also higher intrinsic and extrinsic motivation than the nonimmigrant peers.

Schunk, (1991) studied also on academic motivation and discussed it in terms of self-efficacy, an individual's judgments of his or her capabilities to perform given actions. He expressed that self-efficacy is utilized in predicting motivational outcomes.

A positive self-concept is valued as a desirable outcome in many disciplines of psychology as well as an important

mediator to other outcomes (Marsh, et al. 2011).

Academic self-concept and academic achievement. Moreover, another study (Wang, et al. 2015) applied interpretative phenomenological analysis (IPA), a qualitative approach to investigate the perceptions of academic self-concept and academic self-efficacy in six 2e students from a Singapore secondary school. Results demonstrate that 2e students could possess high-academic self-concept and academic self-efficacy that empower their academic success. This is supported by Zajacova, 2005 that academic self-efficacy is a more robust and consistent predictor of academic success

Another study, (Dowson, et al., 2003), investigated causal relations between self-concept and motivational goals represents a leading edge in self-concept research. The objective of the study was to determine the nature and extent of causal relations between students' academic self-concept, motivational goals, and achievement. Three waves of data were collected from approximately 2000 high school students using (a) the English and Maths Self-Concept scales from the Self-Description Questionnaire II (Marsh, 1990), and (b) the Mastery, Performance and Social Goals scales from the General Achievement Goal Orientation Scale (McInerney, 1997). The data were used in a series of longitudinal Structural Equation Models to determine whether Self-Concept, Motivational Goals, or neither was causally predominant with respect to students' achievement (as measured by their mathematics and English examination results). Results of the study indicate that the models with Goal Orientations (at Time 1) leading to Self-Concept (at Time 2) leading to achievement (at Time 3) fit the

data better than models positing Self-Concept as predominant over Goals, and models positing neither Self-Concept or Goals as predominant. They conclude that students' self-concept is more directly related to their achievement than their motivational goals. However, they also conclude that motivational goals may be an important antecedent of students' self-concept. Hence, motivational goals and self-concept appear to work together in a causally definable manner to influence students' academic achievement

A chapter of the book (Gaskill, et al. 2002), explained self-efficacy and self-regulated learning. The chapter believed that self-efficacy plays a mediating role in learning, even in the primary classroom. Self-efficacy is distinct from other conceptions of self because it involves judgments about capabilities specific to a particular task. Self-concept is a more global construct that contains many perceptions about the self, including self-efficacy. Self-concept is developed as a result of external and internal comparisons, using other people or other aspects of the self as frames of reference. But self-efficacy focuses on the ability to successfully accomplish a particular task with no need for comparisons. Self-efficacy beliefs and self-regulated learning strategies are interdependent; both require the presence of specific cognitive capacities, including the ability to set goals, self-monitor, reflect, and make judgments. Both also support personal agency or control.

Another publication (Schunk, et al. 2002) focused on the development of one type of motivational process: perceived self-efficacy. It is noted that self-efficacy influences academic motivation, learning, and achievement.

Hau, et al. 2015, Guay, 2013, Areepattamannil, et al. (2008), Schunk, (1991), Marsh, et al, 2011, Wang 2015, Zajacova, 2005, Dowson, et al., 2003, Gaskill, et al., 2002, and Schunk, et al. 2002, supported that positive academic self-concept contributes to self-fulfillment and achievement.

Paragraph 10. "I enrolled in maritime education (BS MARINE TRANSPORTATION) because I believe that the industry can give me a better room in developing myself for my future professional growth. I also believe that with the nature of the work in the industry my personality fits. My passion for communicating with people can be a good asset in achieving a harmonious working relationship. With the kind of life in the coastal areas where I was accustomed to, I believe that the life at sea can never be anything new to me. Of course for practical reasons, joining the maritime industry would really help me alleviate our economic status and I could be more able to help my brothers and sister."

Proposition Number 2 from Paragraph 10. Strong self-determination is a motivating factor towards academic

success. Several pieces of literature were reviewed to support this proposition.

Dickens, 2011 explored the lived experiences of community college students who successfully completed developmental reading courses. The purpose of the study was to identify common experiences of successful students. A narrative inquiry was used and data were collected through individual interviews. The researcher concluded that successful students benefitted from the improved skills they gained in the developmental reading courses and improved confidence in their academic abilities. Successful students showed strong personal determination to overcome obstacles and achieve success. The participants preferred collaborative learning techniques in the classroom and utilized family support to help them succeed. All of the participants had clear career goals and an academic plan to meet

those goals. Educators should seek to make changes to help new developmental students develop career goals and support systems to help them achieve success.

According to Alderete-Baker (2000), success and achievement within the dominant society were necessary in order to meet the expectations of their families, to escape poverty, and meet their families' values.

Another study, Mendoza-Williams (2015) corroborate Alderete-Baker's findings. It indicated that parent and teachers' high expectations and positive relationships, loyal peers who also served as accountability partners and a strong relationship with their parents; especially their mothers contributed to their academic success.

Similarly, Maguire, et al, 2015 shared their research results and their review that there is a strong symbiotic relationship between extrinsic and intrinsic motivating factors.

In the same way, Tons (2012) study participants expressed unique motivations for pursuing their degree. The participants all spoke of a desire to become someone different or someone better, the majority stating that they wanted to be in a position to help others or contribute to society. Enrollment in their program was viewed as a way to enact this desire to become "a new possible self" and was intertwined with strong determination, what some participants described as "mindset." The findings also reflected that these occupational therapy students were similar to other non-traditional aged students in some ways. Their persistence was affected by the type and amount of support they received, and they also faced challenges balancing competing roles in their life such as employee, student, parent, and spouse.

However, the majority of these participants faced an additional challenge to balance. Many were also struggling with a medical condition in themselves or had a close family member who faced significant health issues.

A book, Hrabowski (2002), Overcoming the Odds discusses the tangible things parents and educators can do to motivate, inspire, and nurture young Black girls to become strong, successful Black women. The book shows how sex, drugs, and violence influence these young women, and how their environment, strong family support, and determination enable them to overcome these influences. It sheds new light on successful African American women and serves as a source of inspiration.

Tripathi, et al., 2015 said that self-regulated learners are seen to exhibit a sense of efficacy in their capabilities and skills which further influences their knowledge and the goals that they set for themselves and their commitment to meet these challenges (Zimmerman, 1990b). However, self-regulation in itself is not enough; individuals also need to possess the confidence to implement self-regulatory strategies to achieve their goals, i.e. " firm belief in one's self-regulatory skills provides the staying power "(Bandura, 1993, p. 136). Thus, self-efficacy for self-regulation. Academic Procrastination reflects an individual's belief or confidence in one's own capabilities to achieve his or her goals by implementing appropriate self-Method regulation strategies.

Paragraph 20. "I thank God for guiding me all the way here to where I am now. I thank Him for lifting me up and for showing me the essence of hard work and patience."

Proposition Number 3 from Paragraph 20. Hard work and patience are powerful forces of success.

This proposition is supported by Belleville (2010) that hard work leads to success. Hard work is the inspiration that leads everyone to succeed in life and follow their goals until they are professionals. Hard work leads to success immediately or in the time to come. Success is something that someone has to work hard for to accomplish in every aspect. Hard work is one of the most important factors everyone tries to accomplish in life. It shows that a person is determined enough to achieve greatness in their life. In the future, achieving proposed goals will make anyone feel proud of themselves. It brings rewards that are only achievable with hard work and determination.

Working hand-in-hand with success is patience. Patience is not simply the ability to wait - it's how we behave while we're waiting, (Meyer (n.d.)

Paragraph 21. I always believe that all my sacrifices will be paid off in the long run. Believe in yourself because no one will do it for you. Nothing is really comparable receiving that award upstage knowing you have worked for it. In this rapidly changing life, long stretched difficulties will always confront you, may you be ready or not. So for once in your life, dare to dream of bigger things and it will take you to where you wanted to be in this lifetime."

Proposition Number 4 from Paragraph 21. Positive affects develop desirable outcomes.

The above proposition was supported by some authors. Pury et al, 2010 shared that successful actions were rated as more courageous than unsuccessful outcomes,

Numerous studies show that happy individuals are successful across multiple life domains, including marriage, friendship, income, work performance, and health. Happiness is associated with and precedes numerous successful outcomes, as well as behaviors paralleling success. Furthermore, the evidence suggests that

positive affect--the hallmark of well-being--may be the cause of many of the desirable characteristics, resources, and successes correlated with happiness (Lyubomirsky, et al., 2005).

Positive emotions include pleasant or desirable situational responses, ranging from interest and contentment to love and joy. These emotions are markers of people's overall well-being or happiness, but they also enhance future growth and success. This has been demonstrated in work, school, relationships, mental and physical health, and longevity. Positive emotions broaden perception, attention, motivation, reasoning, and social cognition and ways in which these may be linked to positive emotion effects on important life outcomes (Cohn, et al., 2009).

Lier, et al., 2015 confirmed that abstract thinking increased positive generalization.

Other findings (Wilson, et al., 2009) suggest that the achievement of difficult goals entails not only talent but also the sustained and focused application of talent over time. It is further supported that self is the source of action (Skinner, et al., 2002).

By synthesizing all the propositions based on Natural Language Text Processing, individuals receive victory if they bravely face life realities, take advantage of the opportunities that come along their way, and later experience all the sweet moments inside the package of success. This is indeed a motivational story that benefits other students with similar life consequences.

The results showed that self-determination coupled with hard work led to top-notch academic achievement despite a very keen competition. Focusing on few goals at a time helped the participant stay focused and determined. Every setback

seems like an insurmountable mountain but because of inner drive to stay out of the pool of poverty, success became achievable. The participant was not settling on mediocrity. Adaptability was the main reason of the participant in exploring the maritime course. As a consequence, a positive result was experienced.

Adapting to change is a life skill and a personal empowerment imperative. Adaptable people show three kinds of flexibility. Adaptability is about having ready access to a range of behaviors that enable leaders to shift and experiment as things change. Three types of flexibility are needed. (1) Cognitive flexibility — the ability to use different thinking strategies and mental frameworks. (2) Emotional flexibility — the ability to vary one's approach to dealing with emotions and those of others. (3) Dispositional flexibility — the ability to remain optimistic and, at the same time, realistic.

6. Findings

The findings were presented based on the objectives.

6.1. The secrets toward academic achievement were the narrative in the form of positive sentiments which were the driving forces toward academic achievement. These were positive academic self-concept, strong self-determination, hard work, patience, and positive affects.

6.2. There were 21 paragraphs in the narrative. Nine of which were neutral. These are paragraph numbers 1, 2, 3, 9, 13, 14, 16, 17, and 18. The eight negatively stated paragraphs were numbers 4, 5, 6, 8, 11, 12, 15, and 19. The

four were positively stated paragraphs. These are numbers 7, 10, 20, and 21. The overall classification of the whole narrative is neutral. The classification was done with the aid of an artificial intelligence technology.

6.3. Positively-stated sentiments were the bases of theme-based propositions which include paragraph 7, 10, 20, and 21, respectively.

6.3.1 Positive academic self-concept contributes to self-fulfillment and

achievement.

6.3.2 Strong self-determination is a motivating factor towards academic

success.

6.3.3 Hard work and patience are powerful forces of success.

6.3.4 Positive affects develop desirable outcomes.

6.4. The overall classification of the text is neutral.

7. Conclusions and Recommendations

1. Determination is a skill that can be learned. Healthy habits increase the chances of reaching life goals. Some strategies are applied to overcome obstacles and keep the motivation strong. Focusing on a few goals at a time helped to stay focused and determined.

2. Adapting is more than coping. Adaptable people actually adjust to change. They accept change, hone strategies for dealing with the unknown and shift their behavior to accommodate new situations and challenges.

3. Self-determination theory with concepts on competence, autonomy, and relatedness reinforce every effort of an individual to achieve life goals.

4. Self is the source of action.

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