

Inspirations from a *Summa Cum Laude* Graduate

Rothelia Maria G. Ugsad¹, Rose A. Arceño²

¹Main Researcher, Palompon Institute of Technology, Palompon, Leyte 6538, Philippines
Email: rotheliamaria.ugsad[at]pit.edu.ph

²Palompon Institute of Technology, Palompon, Leyte 6538, Philippines
Email: rose_arceno[at]yahoo.com

Abstract: *Understanding various emotions that led to success is one of the most important aspects of personal development and growth and, as such, it is a key tile for the emulation of human intelligence. Besides being an important for the advancement of Artificial Intelligence (AI), emotion processing is also important for the closely related task of polarity detection. In fact, it has raised increasing interest in the scientific community like an educational institution. The gathering of a narrative from a summa cum laude graduate was done and analyzed using a bimodal data processing called Sentiment Analysis and Application Programing Interface (API). This led to the disclosure that the secret of academic success is focused on education, home, society, humanities, health and medicine. The one that matters most is the home with the highest value of confidence. The final sentiment was categorized as neutral despite some life challenges encountered by the participant.*

Keywords: Application Programming Interface (API), *Summa Cum Laude* Graduate, Inspiration, Narrative, Palompon Institute of Technology, Sentiment Analysis, Communication, Philippines

1. Introduction

Self - determination and hard work are essential for college students who must balance multiple roles in their lives. Despite their low income, some families in the Philippines want to support their children's education so that they can become professionals. With multiple roles in life, the motivated students do not abandon their goal of obtaining a college degree; instead, they are motivated by the same motivators—career acquisition, personal development, and improved well - being.

Self - determination has become an increasingly popular theme within education initiatives and self - directed service reforms (Grigal et al., 2013). The term “self - determination” involves a combination of skills, knowledge, and beliefs including an understanding of personal strengths and challenges and the belief that one is capable of making decisions (Wehmeyer & Smith, 2012).

One element of self - determination is the process of self - awareness, in which a person reflects on and explores one's identity as a person of varying abilities. The process of self - awareness is especially evident during the college years as young adults are in the midst of discovering a career path, exploring intimate relationships, and obtaining a sense of stability and independence away from their families (Arnett, 2000).

Self - determination theory (SDT), proposed by Deci and Ryan (2013), is a macro - level theory of human motivation that aims to explain the dynamics of human need, motivation, and well - being within a social context. The theory suggests that all individuals possess three universal and psychological needs—autonomy (feeling self - governed and self - endorsed), competence (feeling competent and effective), and relatedness (feeling connected, loved, interacted) —that move them to act or not to act. Individuals experience greater psychological well - being through the satisfaction of these three psychological needs, and

conversely feel highly fragmented, isolated, and reactive when their needs are not met.

Notably, 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 (Arceño, 2018). Hence, the researchers, want to inspire the readers of the participant's strategy in order to inspire other college students to follow suit in order to attain their goals. The literature on self - determination and hard work supports the participant's efforts that lead to outstanding academic performance. It is not easy to compete with other students who have more opportunities in life, but the participant focused on this study was able to pull off the high - sounding win.

With the aforementioned background, it is the intent of the study to explore the motivations of the participant featured in this study which led to academic victory as a college *summa cum laude*.

2. Theoretical/ Conceptual Framework of the Study

The Self - Determination Theory (SDT) is used in this study. It is a concept that explains the desire that drives people's decisions. Edward L. Deci and Richard M. Ryan developed the theory in the mid - 1980s. The inner urge, in this context, is what moves us to act (Ryan, 1995). SDT is a theory of human motivation where individuals are viewed as proactive (Ryan & Deci, 2017). It has been used to understand students' motivation at school in general as well as in various school subjects (Guay, 2021).

SDT (Deci and Ryan, 2000; Niemiec et al., in press; Ryan and Deci, 2000b) is a macro - theory of human motivation, emotion, and development that takes interest in factors that either facilitate or forestall the assimilative and growth - oriented processes in people. As such, SDT is of much

Volume 12 Issue 12, December 2023

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

import in the domain of education, in which students' natural tendencies to learn represent perhaps the greatest resource educators can tap. Yet it is also a domain in which external controls are regularly imposed, often with the well-intended belief that such contingencies promote students' learning.

The theory takes into account the inherent, positive human tendency to grow and identifies three key needs that help that growth. SDT maintains that, when students' basic psychological needs are supported in the classroom, they are more likely to internalize their motivation to learn and to be more autonomously engaged in their studies (Niemiec, & Ryan, 2009).

The three basic psychological needs of SDT, namely, autonomy, competence, and relatedness, are defined as universal and relevant within all people and cultures (Vansteenkiste, Ryan & Soenens, 2020).

Autonomy involves feeling internal approval of one's behavior, thoughts, and emotions rather than feeling controlled or pressured. On the other hand, competence involves feeling efficient and qualified in one's behavior, rather than incompetent and ineffective while relatedness involves feeling meaningfully connected to others, rather than feeling alienated or ostracized.

The main reason why the three needs could influence performance is that the environments which facilitate the needs build autonomous and intrinsic types of motivation, which consequently improves performance.

Extensive research confirms the link between the needs satisfaction and autonomous motivation (Deci & Ryan, 2008; Heidari, 2019; Guo, 2018; Sylvester et al., 2018; and Ryan & Deci, 2017) and between autonomous or intrinsic motivation and performance (Cerasoli & Nicklin, 2014).

Moreover, recent meta-analysis confirms the relationship between basic needs and performance (Cerasoli & Nassrelrgawi, 2016). Authors also emphasize that there are other different reasons why they can predict performance, rather than an increase in internal motivation, which are exclusive for each of the needs. For the need for autonomy, this is an internal locus of causality for the actions which lead to taking ownership of the action (Cerasoli & Nassrelrgawi, 2016; Deci, Ryan, & Williams, 1996); for the need for competence, it is the mix of challenge and skill which enables an individual to experience an action which is not too easy and not too difficult, and at the same time to possess skills which are necessary to do or accomplish the activity (Sheldon, Zhaoyang & Williams, 2013), and for the need for relatedness, it is the well-being of the person during the performance of the action (Baard, Deci & Ryan, 2004).

According to the developers of SDT, Deci and Richard M. Ryan, individual differences in personality result from the varying degrees to which each need has been satisfied—or thwarted (Deci & Ryan, 2008).

The two main aspects on which individuals differ include causality orientations and aspirations or life goals. Causality orientations refer to how people adapt and orient themselves to their environment and their degree of self-determination in general, across many different contexts. Aspirations or life goals are what people use to guide their own behavior. They generally fall into one of the two categories of motivation: intrinsic or extrinsic. Aspirations and life goals drive people, but they are considered learned desires instead of basic needs like autonomy, competence, and relatedness (Deci & Ryan, 2008).

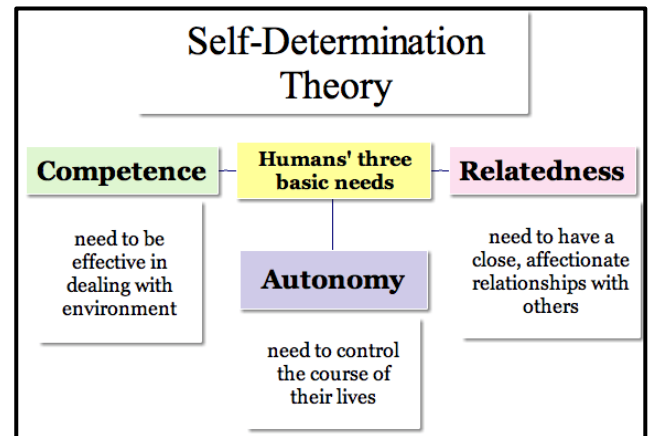


Figure 1: Schematic Diagram of the Conceptual Framework of Study

Applying SDT to educational settings is now evident. The following two conclusions are supported by two decades of empirical research: (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).

More recent SDT-based work in education also recognizes that every situation and every student is different. Students enter the classroom with different backgrounds, goals and personality characteristics. A truly motivating style essentially refers to adopting a curious, receptive, flexible, warm and open attitude, which allows for teachers to gain deeper insight into the differences between learners, so that they can tailor their motivating strategies to these learners' emerging skills, interests, values, and preferences. This basic need-supportive underlying attitude then pervades in everything teachers say or do when interacting with their learners (Self-Determination Theory, 2022).

3. Methodology

Research Design

To attain the objectives of the study, the descriptive single-case study type was used. It described the real-life context which happened to the participant. This design has the ability to handle scenarios ranging from simple to complex. It is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009). It is an excellent opportunity to gain tremendous insight into a case (Baxter &

Jack, 2008). The two reasons for using the case study method are: (1) the behavior of the participant cannot be manipulated and 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 Participant

The participant of this research was selected for being the only *summa cum laude* who graduated in one of the State Universities and Colleges (SUCs) in Eastern Visayas, Philippines for Batch 2018 - 2019. Represented by a coded name "Ms. Inspiration," she graduated with honors meeting the general average grade requirement of *summa cum laude* between 1.0 - 1.29. *Summa cum laude* is an academic award meaning "with highest distinction." Directly translated from Latin, the term means "with highest praise." It is the highest honor a scholar can receive, above *magna cum laude* and *cum laude*, respectively (Ballotpedia, 2022).

Ethical Protocol

Permission through a formal e-mail to conduct the study was sought from the participant. The researchers used more formal strategies to communicate respect and extend concern for the participant's well-being. Sensitivity to cultural and demographic diversity was observed. The study participant was given the right to know that the data she provided was kept with the utmost confidentiality. The participant's right to privacy was protected. She voluntarily submitted a consent to provide the narrative through email, thus, no financial compensation or incentive was given. Likewise, there was no monetary cost on the part of the participant and the school. She was also given the right to refuse or reject if she wants not to get involved in this research. The researchers also communicated with the participant after the study was completed to let her know that her participation was appreciated.

Research Environment

The case took place on a coastal setting in Leyte, Philippines where the latitude is 10.862454, and the longitude is 124.881119. With the global positioning system (GPS), the coordinates for the Island are 10° 51' 44.8344" N and 124° 52' 52.0284" E.

Data Gathering Procedure

As mentioned earlier, an informed consent was sought before the participant was requested to make a self-written report (personal framework reflection) which was sent through email to the researchers. The narration was not altered in any way so that the emotional component, particularly the flow of life events, appeals to the readers. This demonstrates the motivational aspect as well as inspirations. Given that the data was acquired from a primary source, the ontological approach is so natural. To have a better grasp of the case, various data strands was braided together.

Method of Interpretation of the Text

The researchers used the Natural Language Processing (NLP). It combines computational linguistics—rule-based modeling of human language—with statistical, machine learning, and deep learning models. Together, these

technologies enable computers to process human language in the form of text or voice data and to "understand" its full meaning, complete with the speaker or writer's intent and sentiment (IBM Cloud Education, 2020).

The Sentiment Analysis (SA) with Python Natural Language Text Processing (NLTK) Text Classification was the Application Programming Interface (API) used. Sentiment analysis is a common Natural Language Processing (NLP) task, which involves classifying texts or parts into a pre-defined sentiment. The NLTK, a commonly used NLP library in Python, was used to analyze textual data (DigitalOcean, 2020).

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 (Real-time Web Analytics, n.d.).

SA is a well-known Natural Language Processing (NLP) application which goal is to determine whether a particular text is positive, negative or neutral. It can be thought as a simpler variant of emotion recognition, which the author felt while writing. It is the interpretation and classification of emotions (positive, negative and neutral) within text data using text analysis techniques. It is the process of analyzing online pieces of writing to determine the emotional tone people carry. In simple words, it is used to find the author's attitude towards something. In sentiment analysis studies the subjective information is in an expression, that is, the opinions, appraisals, emotions, or attitudes towards a topic, person or entity (Child, 2021).

Furthermore, SA is also known by different names, such as opinion mining, appraisal extraction, subjectivity analysis, and others. One of the several types of SA is called Grading sentiment analysis (positive, negative, neutral). A "sentiment" is a generally binary opposition in opinions and expresses the feelings in the form of emotions, attitudes, opinions, and so on. It can express many opinions. For instance, "like," or "dislike," "good," or "bad," "for," or "against," along with others. There are several steps involved in sentiment analysis: data collection, data analysis, indexing, and delivery (Towards AI Editorial Team, 2020).

In data collection, public sentiments from consumers expressed on public forums are collected like Twitter, Facebook, and so on. Opinions or feelings/behaviors are expressed differently, the context of writing, usage of slang, and short forms.

The data analysis process has the following steps: (1) Text Preparation - data is extracted and filtered before doing some analysis and Non-textual content and the other content is identified and eliminated if found irrelevant; and (2) Sentiment Detection - each sentence and word is determined very clearly for subjectivity. Sentences with subjective information are retained, and the ones that convey objective information are discarded.

In indexing, sentiments can be broadly classified into two groups positive and negative. Each subjective sentence is classified into the likes and dislikes of a person.

Delivery is the last stage involved in the process. The result is converting unstructured data into meaningful information. They are displayed as graphs for better visualization.

In SA, polarity is used to identify sentiment orientation like positive, negative, or neutral in a written sentence. Fundamentally, it is an emotion expressed in a sentence.

Because sentiments are essentially subjective, various people may read the same text in different ways. It is determined by a person's personal principles, values, and beliefs.

Positive words/sentences have a positive sentiment linked to them (for example, when some text expresses happiness, enthusiasm, friendliness, etc., they are generally classified as positive sentiments). Negative sentences, meanwhile, have a negative sentiment linked to them (for example, when some text expresses despair, hatred, violence, prejudice, and so on they are generally classified as having a negative sentiment). They are classified as neutral when no emotions are implied.

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 ratio in sentiment analysis is a score that looks at how negative and positive comments are represented. Generally, this is represented on a scale of - 1 to 1, with the low end of the scale indicating negative responses and the high end of the scale indicating positive responses.

In addition, the paragraphs in the narrative were grouped according to topic classifier using Application Programming Interface (API). The API interfaces human language and machine language for objective presentation of the text data and the meaning. The utilized trained model used in this research has a description of id: cl_pi3c7jil.

4. Results and Discussion

The results of the qualitative data is presented from the original source of the narrative. These are presented in paragraph (P) and numbered for orderly presentation of the sentiments manifested by the participant on each paragraph. This is presented in Table 1.

Furthermore, the topic classification of each paragraph by tag and confidence is presented in Table 2.

(P1) Unbeknownst to many, I wasn't the only one who graduated as *summa cum laude* last May 24, 2019 at Palompon Institute of Technology. My father, who is an elementary dropout, my mother who is a high school graduate, my sister and brother, who are still studying, my BA Com instructors who have guided me since day one, my

BA Com classmates, who always got my back and most of all, my God who has never failed me also received the highest award that the institute could give to its graduates on that very day. So, when I stepped onto the stage to receive my diploma and my presidential medallion, I stood there not as one but as the few individuals who believed in me.

(P2) There are only two sides to my story as a Summa Cum Laude graduate. One is what others believed and the other is what they didn't know. Additionally, there were two types of characters in my story: those who were at my side and those who rained on my parade. In literature, we call them the confidantes and the antagonists respectively. But for the sake of smooth narration, I called the confidantes "motivators" while the antagonists as demotivators. Who else would be the protagonist in this story, but me?

(P3) When I first stepped into college, the only goal I have in mind is to graduate as Cum Laude. I didn't even know there was *summa cum laude*. I am trying to highlight here that to achieve something, we have to set clear goals. It's just like going places, we need to know where we are headed to know when, where and how to start. Others didn't know that my first motivation in graduating with flying colors was to rebuild my father's trust. I was a consistent honor student since Kinder until my 3rd year in high school, but my hopes got shattered when I didn't receive any award during my high school graduation. For others, it might be too unreasonable to feel devastated on, but it was too hard for someone who has been used to achievements, especially when your parents were rooting for you.

(P4) With a goal in mind, I had set steps on how to become *cum laude*. These are to work hard, pray more and dream big. Others believed that I was living a very comfortable life. That is why, with no doubt, I could graduate with flying colors. I heard a demotivator once say, "*hayahay man gudsiya kay wala'ytrabahasabalay.*" (She is also very comfortable because she does not have a job at home). Well, it was true, at some point. I have a loving and caring mother who takes care of us at home. They didn't know that I came from a family who don't have much and though I was given a chance to focus on my studies and not worry about anything, including household chores, I was still not exempted from doing home tasks. I was boarding a house when I was in college. I had to wake up early and cook rice for breakfast, I had to start lining up at 4 am to take a bath on time. Imagine living in a house with 8 girls and sharing only one comfort room. After going home straight from school, I also washed my own clothes and dishes.

(P5) Things have changed when my mother's Hyperthyroidism or Goiter got active. I had to stay at home because my father, a tricycle driver needed help to prepare himself for a day's job. I had to be there as the eldest child. So, I began travelling everyday from Isabel to Palompon and vice - versa on my second year in college for me to help with the chores at home. There were even times when my father and I get home drizzly and worn - out after travelling on a heavy rain. I may have a sister but she was also studying so she couldn't manage the chores alone.

(P6) Financially, I must say that my struggle was real. I had to budget a 300 - peso allowance for my food and other expenses. I could still recall buying a ten - peso viand in the morning and then eating it once more in the evening to save up for the entire week. Gladly, there was Student Publication Office, so I had the privilege of printing my assignments at the office. I really hated the feeling of asking money from my father back then because I knew how hard earning money was, but I had no choice. I was blessed enough to have a father who provided for my needs at school. Having understood my father's situation, I looked for a way to earn and support my studies, so I applied for a scholarship and maintained my grades to receive allowance. I did not only use the allowance for my gain but I remember helping my parents with the expenses at home. There was even one time when I didn't have a penny left and I had to pay for a school contribution but a financial award for being the best communicator came just in time. I almost cried realizing that God indeed moves in mysterious ways. Not to mention all the help I got from my instructor, one of God's ambassadors of love. I could also recall moving from house to another in Palompon because I didn't have a permanent place to stay due to financial problems. I would also accept tutorial jobs on the sideline just to earn money and help my family, the least I could do to repay them. If that is the definition of comfortable, then I must say, I really am.

(P7) Others also believed, at least within themselves that I graduated on top of my class because BA Comm was a no - brainer, an easy peasy program that one will surely graduate with flying colors from. One of my demotivators said, "Sayon ra man gud ang AB Com mao'ngna - Summa siya. " (AB Com was so easy that's why she became *summa cum laude*).

She didn't know that the Bachelor of Arts in Communication program is challenging. Imagine all the sleepless nights we have to spend to shoot for a broadcasting project, a film project or even produce a newsletter. I would never forget a near - death experience to shoot for a film project. I didn't know how to swim in the first place but the script, which I wrote, required me to jump off the sea at Freedom Park. So, I did with no hesitations realizing that sea urchins were also waiting for me. Thank God, KJ, my classmate and friend was with me. I wasn't also exempted from the coverage of news and events in PIT and throughout Palompon. So, if writing radio scripts, preparing reports, recording infomercials, executing stand - uppers, performing elevator pitches, etc. were all pieces of cake then BA Com was undeniably easy. I am not saying that BA Com is the only program with such demands, but it was never really as easy as one to three. Hence, it could never be compared to another program because each path we take has different levels of difficulty. Besides, we also have research, psychology, mathematics, philosophy, science and other courses.

(P8) My demotivators also believed that I became conceited. "Nidakona'ng ulo bantog" (Has become big - headed) because of the fact that I am CSP [member of a student publication]. They didn't know that I owe a great portion of me to CSP. Not a great portion of me getting big - headed but a great portion of my character development. It was

through involving myself in many organizational works that I became stronger not boastful. I had no background in journalism, but when I joined the College Student Publication and ranked first on the competitive screening, I already knew God had called me to be a part of it. Actually, I had no plans of joining organizations because I wanted to focus on my academics, but stories have plot twists. Aside from CSP, I also auditioned for the PIT Chorale and registered myself in SAVE ME Organization (an organization for environmental movement). Albeit qualified to join for those, I had to choose between CSP and the other two organizations to avoid conflict of interest.

(P9) Obviously, I had chosen the one that could help me improve in all facets of communication. I was hesitant at first because as a novice in the field, I had worries about messing up, writing grammatically - fractured articles, or even writing nothing. But I held on to the belief that you'll never know, unless you try. With the help of my seniors, I eventually learned the craft little by little and slowly but surely. I still didn't know that I had the potential in writing until our editor - in - chief, Marthy chose me to compete for the Feature Writing Contest in the Regional Tertiary Schools Press Conference (RTSPC), way back 2016. I was shocked after being chosen to represent the whole PIT - CSP, among all the staffers including my senior staffers. I still didn't know what to do back then. I had doubts and fears of losing, but surprisingly, I won 2nd place on my first try. I believed it wasn't me, it was all God's wisdom in me that got me the award. Then on, the organization had become my avenue for self - improvement in terms of writing, speaking, interacting with people, managing and many other. The following year, I placed 4th in the same competition and on my last year joining the RTSPC, I finally got the first place and became champion in Feature Writing. My secret? I have always entrusted every competition and every battle to God. I have always paused for awhile and prayed to God, asking Him to give me the wisdom I need to write a strong feature article. I didn't claim that it was all me and my confidantes knew that.

(P10) I have learned a lot from my mentors, specially Marthy and Ma'am Rothel: being teachable on top of that. Being teachable is truly the key to learning, improving and even succeeding. The moment we humble ourselves down and learn from others is the same moment we opened doors for success. Talking about success, I didn't only enjoy success over God's goodness through CSP but also in the program I have chosen. I was able to continue the ministry by competing in performing arts contests. I have written an inspiring piece that won 1st place in the Regional PASUC Radio Drama contest, which allowed my classmates to represent PIT in the national competition at Dumaguete, City. The other scripts I have written won 2nd place in the Regional PASUC Short and Sweet Play contests, all depicting family values and God's love. These only prove that success is sure to follow if you glorify God in everything you do.

(P11) "Di man siya bright babaon lang, " "Fluent siyaperowala'y substance iyanggi - istorya. " (She's not just bright, " "She's fluent but she doesn't have any substance). "I - compete nasa among magna cum laude bi, dilinakatupong. " (If she will compete with our cum laude, she can't catch

up). I admit I am not as intelligent as Engineering students and as other Latin honor graduates. During my time in college, there were even other students who were more intelligent and more talented. But because I knew within myself that I was not that good, I strived hard to be better. The first step to wisdom is acknowledging that we only know a little bit of something in this world full of everything because only God is omniscient. Day by day, I had to learn from experience and all the challenges life has thrown at me. I didn't even settle for certain study habits when taking exams and quizzes, I developed better practices through experience. I have learned back then that I needed to start my day right in order to be productive. How did I do that? I always start by reading my devotional book and then praying to God. I always see to it that I feed my mind with new wonders and new learnings through faith books. When doing my projects and activities, I always made sure that I put my best foot forward, whether an article, a script, a talk show or a video. I am not the type who just complies, I always do my best because it is only through doing our best that we can practice being the best. If that meant getting only a little to no sleep, I've done that. From doing overnight work just to finish writing and editing articles for a newsletter or a magazine to attending classes early in the morning, heavy - eyed and feeling sluggish, I have done all that. I juggled my school tasks, organizational tasks and the ministry for four years all by God's grace.

(P12) My stay in college was even more meaningful when I became part of the Campus Crusade for Christ, wherein, together with my fellow campus crusaders, I went through evangelical and charitable missions from all over Eastern Visayas. I was a member of the StudentLinC, a global organization for young missionaries in campuses. I became a president of the Young Missionaries for Christ Organization (Leyte - Camotes Chapter) for two consecutive years. Going back to the comment telling me that I am not smart, that was true. I wasn't that intelligent. I didn't even need to be intelligent back then, all I ever needed was God's wisdom and strength to keep me going and pressing toward my goal. I may not be born into a family who graduated with honors but it did not deprive me from achieving the highest academic award given by the institute, a proof that intellect is not genetically inherited; but it is socially and environmentally nurtured.

(P13) I have achieved *summa cum laude* through inspiration, not because I was maintaining something, I just did my best and allowed God to do the rest. I just did what I have to do to glorify His name. I just did what I was called to do. I had always taken time to remember who I am in Him. Many a flower has bloomed unceasingly and many a talented person has gone unnoticed. The world never had a chance to be exposed to some people's talents because they did not take the time to begin to express, to demonstrate or to motivate themselves in the direction to bring that which they came into the universe to bring. Back then, I have identified my God - given gift, a gift that was also chance for success. While others think that I am overconfident and that I was always prideful of what I have, they didn't know that they can also be on my position and showcase what they've got because God gave all of us a gift, every last one of us. It is the thing that we do the absolute best. I always woke up

every morning living in my gift. I made sure to tune in to what God has created me for.

(P14) While it is true that diamonds are made out of pressure, I believe that one can only shine by the way he/she handles pressure. While being immersed in pressure beating deadlines, competing in different competitions, fighting for anxiety and trying to be healthy, I made sure that I surround myself with people who could bring out the luster in me. My papa and mama, my two siblings, the rest of my family, ma'am Rothel, Marthy, the whole CSP and my entire BA Com family were these people. I would not have survived college and gave up the Latin honor without them. I had to say that a magical triumvirate of my instructors and friends helped me get the award. It may be hard to unveil this but there is a record in our lives that we can't seem to let go and clear our chests off and this narrative reminded me of that record. When I was almost at the peak of my college journey, I started to question myself after my academic performance was doubted and my character was questioned. "Do I really deserve to become *summa cum laude*?" They didn't know that I am still bringing that emotional trauma up to this day. I still don't know why but when I stepped out of the school's portals, I knew I was called to counter that demotivating event for others to achieve their goals too. I don't want to be the reason why someone who loved to sing, doesn't anymore or why someone who always spoke of his/her dreams so wildly becomes silent about them. I don't want to be the reason for someone giving up on a part of them because I was demotivating and non - appreciative. Thank God, I was able to overcome that moment with my company of real *summa cum laudes*.

(P15) When I look back, I never would have thought that I made it here. My college life was a hot coffee, a blend of bittersweet memories. In those days when it felt like I was alone in the journey and didn't seem to make any progress at all, I always remember that God didn't bring me that far to just let me stay there. I firmly believed that life is a series of highs and lows, and that is its beauty. It is packed with unknown and unexpected moments, but He was just making me stronger in all of it. A lot of times in college, I was tested. I got my heart broken. I failed many times. My abilities were doubted. My character was assassinated but those were all a part of my journey to become *summa cum laude*. I had a fair share of burning my midnight oil just to achieve my dream. Besides that, I always made sure that I enjoy every step of the way because it is only through enjoying the journey that you would get to your destination with fulfillment. So, if I had to come up with a sweeping statement on how I became *summa cum laude*, I must say I just chose the right starter pack: right people, right motivation, right mindset, right belief and a righteous God.

With the narratives taken from paragraphs number 1 to 15, the corresponding sentiments of the participants were shown in Table 1.

Table 1: Sentiment Analysis Results of the Narrative

Paragraph No.	Sentiment	Classification Probability			
		Subjectivity		Polarity	
		Neutral	Polar	Pos.	Neg.
1	neutral	0.9	0.1		
2	positive	0.1	0.9	0.6	0.4
3	negative	0.2	0.8	0.3	0.7
4	neutral	0.8	0.2		
5	neutral	0.9	0.1		
6	neutral	0.8	0.2		
7	negative	0.1	0.9	0.5	0.5
8	neutral	0.9	0.1		
9	neutral	0.9	0.1		
10	neutral	0.8	0.2		
11	negative	0.2	0.8	0.3	0.7
12	neutral	0.9	0.1		
13	negative	0.4	0.6	0.4	0.6
14	negative	0.5	0.5	0.4	0.6
15	positive	0.1	0.9	0.6	0.4
Final Sentiment	neutral	0.8	0.2		

With reference to Table 1, the highest sentiment on subjectivity classified as neutral and polar has similar value of 0.9. Although there are positive and negative sentiments that are seen, the participant was still able to balance the emotion in achieving a resounding success in academic efforts. In perspective, the findings of the present study appear highly consistent with the research result that personality factors such as perseverance, self - control and grit contribute to success (Duckworth & Gross, 2014). It was anticipated that the *summa cum laude* group would indicate higher levels of goal setting since goal setting is often noted as characteristic of high achieving students (Morisano, Hirsh, Peterson, Pihl, & Shore, 2010; Zimmerman, Bandura, & Martinez - Pons, 1992). Finally, the authors generally predicted that *summa cum laude* students would report employing higher levels of study skills, but most especially when their study activities appear to align more closely with deep study strategies.

Table 2: Topic Classification by Tag and Confidence

The topic from each paragraph were classified as indicated on the tag.		
Text From	Tag	Confidence in %
P1	Education	56.8
P2	Humanities	61.7
P3	Education	72.8
P4	Home	85.2
P5	Home	38.3
P6	Education	21.2
P7	Education	23.9
P8	Education	27.2
P9	Humanities	69.7
P10	Humanities	30.8
P11	Humanities	74.5
P12	Humanities	40.3
P13	Society	28.3
P14	Health and Medicine	29.0
P15	Health and Medicine	45.9

To validate the results of the sentiments, further analysis was made through topic classification. It was found out that the home factors is the highest source of inspiration of the participant. It gained the highest confidence value of 85.2%. This suggests that family support is important in achieving

positive academic outcomes. With no doubt, this was emphasized in the study (Josipa et al., 2019) that family emotional support plays an important role in fostering positive academic outcomes for low - income college students.

Some other focus are likewise needed on education, humanities, society, health and medicine of varying degrees. They diverged strongly on deeper learning approaches (Odukoya et al., 2018).

5. Conclusion

The study result confirms with the Self – Determination Theory. Self determination leads to success and is grounded in the understanding that individuals who possess a strong sense of self - direction and motivation are more likely to achieve their goals and aspirations. Self - determination encompasses qualities such as initiative, persistence, and a proactive attitude, all of which contribute to personal growth and accomplishment. When individuals are driven by their own intrinsic motivation and a clear sense of purpose, they are better equipped to overcome obstacles, adapt to challenges, and stay focused on their objectives. While external factors and support systems play important roles, the internal drive associated with self - determination empowers individuals to navigate their paths to success with resilience and determination. Ultimately, fostering self - determination can lead to a fulfilling and successful life by enabling individuals to take charge of their own destinies and achieve meaningful outcomes. In this study, becoming a *summa cum laude* is a confirmation.

References

- [1] Arceño, Rose, Motivations among the Cream of the Crop (November 30, 2018). Available at SSRN: <https://ssrn.com/abstract=3387028>
- [2] Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55 (5), 469.
- [3] Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic need satisfaction: a motivational basis of performance and well-being in two work settings 1. *Journal of applied social psychology*, 34 (10), 2045 - 2068.
- [4] Ballotpedia (2022). Summa cum laude. https://ballotpedia.org/Summa_cum_laude#:~:text=Summa%20cum%20laude%20and%20cum%20laude%2C%20respectively.
- [5] Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13 (4), 544 - 559. <https://doi.org/10.46743/2160-3715/2008.1573>.
- [6] Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: a 40 - year meta - analysis. *Psychological bulletin*, 140 (4), 980.
- [7] Cerasoli, C. P., Nicklin, J. M., & Nassreelgrawi, A. S. (2016). Performance, incentives, and needs for autonomy, competence, and relatedness: A meta - analysis. *Motivation and Emotion*, 40 (6), 781 - 813.

- [8] Child, Dave (2020). What is real time sentiment analysis? shorturl.at/lpyB3
- [9] Deci E. L., Ryan RM, Williams GC. (1996). Need satisfaction and the self - regulation of learning. *Learning and individual differences*. Jan 1; 8 (3): 165–83.
- [10] Deci, E. L. and Ryan, R. M. (2000) ‘The “what” and “why” of goal pursuits: Human needs and the self - determination of behavior’, *Psychological Inquiry* 11: 227–68.
- [11] Deci EL, Ryan RM. (2008). Self - Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*.2008; 49 (3): 182–5.
- [12] Deci, E. L., & Ryan, R. M. (2013). Intrinsic motivation and self - determination in human behavior. Springer Science & Business Media.
- [13] DigitalOcean (2019). How To Perform Sentiment Analysis in Python 3 Using the Natural Language Toolkit (NLTK).
- [14] Duckworth, A., & Gross, J. J. (2014). Self - Control and Grit. *Current Directions in Psychological Science*, 23 (5), 319–325. doi: 10.1177/0963721414541462
- [15] Grigal, M., Weir, C., Hart, D., & Opsal, C. (2013). The impact of college on self - determination.
- [16] Guo, Y. (2018). The Influence of Academic Autonomous Motivation on Learning Engagement and Life Satisfaction in Adolescents: The Mediating Role of Basic Psychological Needs Satisfaction. *Journal of Education and Learning*, 7 (4), 254 - 261.
- [17] Guay, F. (2021). Applying Self - Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. *Canadian Journal of School Psychology*. Volume: 37 issue: 1, page (s): 75 - 92.
- [18] Heidari, A. (2019). The Role of Basic Psychological Needs Satisfaction and Autonomous Motivation In Academic Achievement: A Self - Determination Theory Perspective. *Rooyesh - e - Ravanshenasi Journal (RRJ)*, 8 (10), 63 - 70. <https://www.digitalocean.com/community/tutorials/how-to-perform-sentiment-analysis-in-python-3-using-the-natural-language-toolkit-nltk>
- [19] IBM Cloud Education (2020). Natural Language Processing (NLP). <https://www.ibm.com/cloud/learn/natural-language-processing>
- [20] Josipa, Roksa., Peter, Kinsley. (2019). The Role of Family Support in Facilitating Academic Success of Low - Income Students. *Research in Higher Education*, doi: 10.1007/S11162 - 018 - 9517 - Z
- [21] Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95 (2), 255–264. doi: 10.1037/a0018478
- [22] Niemiec, C. P., Ryan, R. M. and Deci, E. L. (in press) ‘Self - determination theory and the relation of autonomy to self - regulatory processes and personality development’, in R. H. Hoyle (ed.), *Handbook of Personality and Self - regulation*. Malden, MA: Blackwell Publishing.
- [23] Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self - determination theory to educational practice. *Theory and Research in Education*, 7, 133 - 144.
- [24] Odukoya, Jonathan A., Omole, David O., Atayero, Aaron A., Badejo, Joke A., Popoola, Segun I., Temitope, M. John & Ucheaga, Emeka | (2018) Learning attributes of summa cum laude students: Experience of a Nigerian university, *Cogent Education*, 5: 1, 1426675, DOI: 10.1080/2331186X.2018.1426675
- [25] Real - time Web Analytics (n. d.). Sentiment Analysis with Python NLTK Text Classification. <http://text-processing.com/demo/sentiment/>
- [26] Reeve, J. (2002). Self - Determination Theory Applied to Educational Settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of Self - Determination Research* (pp.183–203). Rochester: The University of Rochester Press.
- [27] Ryan, R. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*.63: 397–427. doi: 1111/j.1467 - 64941995. tb00501. x.
- [28] Ryan, R. M., & Deci, E. L. (2000). Self - determination theory and the facilitation of intrinsic motivation, social development, and well - being. *The American Psychologist*, 55 (1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- [29] Ryan, R. M. and Deci, E. L. (2000b) ‘Self - determination theory and the facilitation of intrinsic motivation, social development, and well - being’, *American Psychologist* 55: 68–78.
- [30] Ryan, R. M., Deci, E. L. (2017). Self - determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press.
- [31] Self - determinationtheory. org (2022). Supporting Educational Professionals and Optimizing Student Motivation. <https://self-determinationtheory.org/application-education/>.
- [32] Sheldon KM, Zhaoyang R, Williams MJ. (2013). Psychological need - satisfaction, and basketball performance. *Psychology of Sport and Exercise*.2013 Sept.1; 14 (5): 675–81.
- [33] Sylvester, B. D., Curran, T., Standage, M., Sabiston, C. M., & Beauchamp, M. R. (2018). Predicting exercise motivation and exercise behavior: A moderated mediation model testing the interaction between perceived exercise variety and basic psychological need satisfaction. *Psychology of sport and exercise*, 36, 50 - 56.
- [34] Towards AI Editorial Team (2021). Sentiment Analysis (Opinion Mining) with Python — NLP Tutorial. <https://pub.towardsai.net/sentiment-analysis-opinion-mining-with-python-nlp-tutorial-d1f173ca4e3c>
- [35] Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and emotion*, 44 (1), 1 - 31.
- [36] Vinay, Bharadwaj (2014). MS in Computer Science (Georgia Tech).
- [37] Wehmeyer, M. L., & Smith, T. E. (2012). Promoting self - determination and social inclusion: A review of research - based practices. *Educating students with autism spectrum disorders*, 227 - 246.
- [38] Yin, R. K. (2009). *Case study research: Design and methods* (4th Ed.). Thousand Oaks, CA: Sage.