

# INFLUENCE OF MOTIVATION AND READINESS TO THE ACADEMIC PERFORMANCE OF STUDENTS

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## ABSTRACT

*The purpose of this study was to determine the relationship and predictive influence of motivation and academic readiness on the academic performance of upcoming Grade 11 students in the six (6) Integrated Schools of Maragusan, Davao de Oro. Using a quantitative descriptive correlational design, data were gathered from selected incoming Senior High School students through a validated adopted questionnaire. Descriptive results revealed that students demonstrated high levels of motivation, particularly in extrinsic motivation, and moderate to strong levels of academic readiness, with problem-solving skills emerging as the most developed domain. Academic performance based on 3rd quarter test scores in Filipino, English, Mathematics, and Science was found to be satisfactory. Inferential analysis showed a significant relationship between motivation and academic performance, as well as a significant relationship between academic readiness and academic performance. Regression analysis identified extrinsic motivation as the significant predictor of academic performance among motivational domains, while stress management emerged as the strongest predictor among academic readiness indicators. These results indicate that while students are generally motivated and moderately prepared, emotional and behavioral readiness particularly stress regulation—plays a crucial role in shaping academic outcomes. The study concludes that enhancing academic performance requires a balanced approach that strengthens both motivational sources and readiness competencies. It is recommended that schools implement programs that cultivate intrinsic motivation, reinforce effective study and time management skills, and provide structured support for stress management to promote holistic student development.*

**Keyword:** *educational motivation, academic readiness, academic performance, extrinsic motivation, stress management, correlational study*

## 1. TITLE - INFLUENCE OF MOTIVATION AND READINESS TO THE ACADEMIC PERFORMANCE OF STUDENTS

Many students struggle academically due to insufficient motivation and lack of readiness a persistent challenge in education which hinder their ability to achieve optimal performance. Thus, academic performance continues to be a central concern in education, as it serves as a key indicator of students' learning outcomes and future opportunities (Gbollie & Keamu, 2017) [1]. However, despite increasing access to educational resources, many students still experience difficulties in achieving satisfactory performance (Patierez, 2024) [2]. These findings indicate a pressing educational problem including students who lack adequate motivation and readiness are more vulnerable to poor academic outcomes. This problem is not only individual but systemic, as schools and educators must continually address varying levels of preparedness and drive among learners.

Internationally, research in Spain found that gaps in school-based resilience and students' internal resources are associated with lower academic outcomes. Many adolescents lack the protective psychological and identity resources needed to maintain strong performance across school years, creating a pressing problem for schools

seeking to close achievement gaps and support at-risk learners (Saura et al., 2023) [3]. Moreover, the transition between lower secondary and upper secondary education presents its own challenges. Research from various countries shows that students often experience academic gaps and adjustment difficulties when moving into higher grade levels (Conley, 2010) [4].

In the Philippines, academic performance among senior high school (SHS) students remains a pressing concern despite reforms introduced under the K–12 program. Although parental encouragement is generally strong, some learners still exhibit weak performance due to internal factors such as low self-regulation and lack of independent drive. This highlights the problem that external motivation, while supportive, does not always guarantee sustained academic success if students do not develop intrinsic motivation and self-discipline (Brillante et al., 2024) [5]. According to Bucay and Rosil (2024) [6] while SHS students report high levels of motivation, their cognitive abilities and English language proficiency remain only moderate. This discrepancy reveals that motivation alone cannot fully compensate for deficiencies in foundational skills. The implication is that schools may be fostering motivation but failing to adequately reinforce the necessary cognitive strategies for higher academic performance.

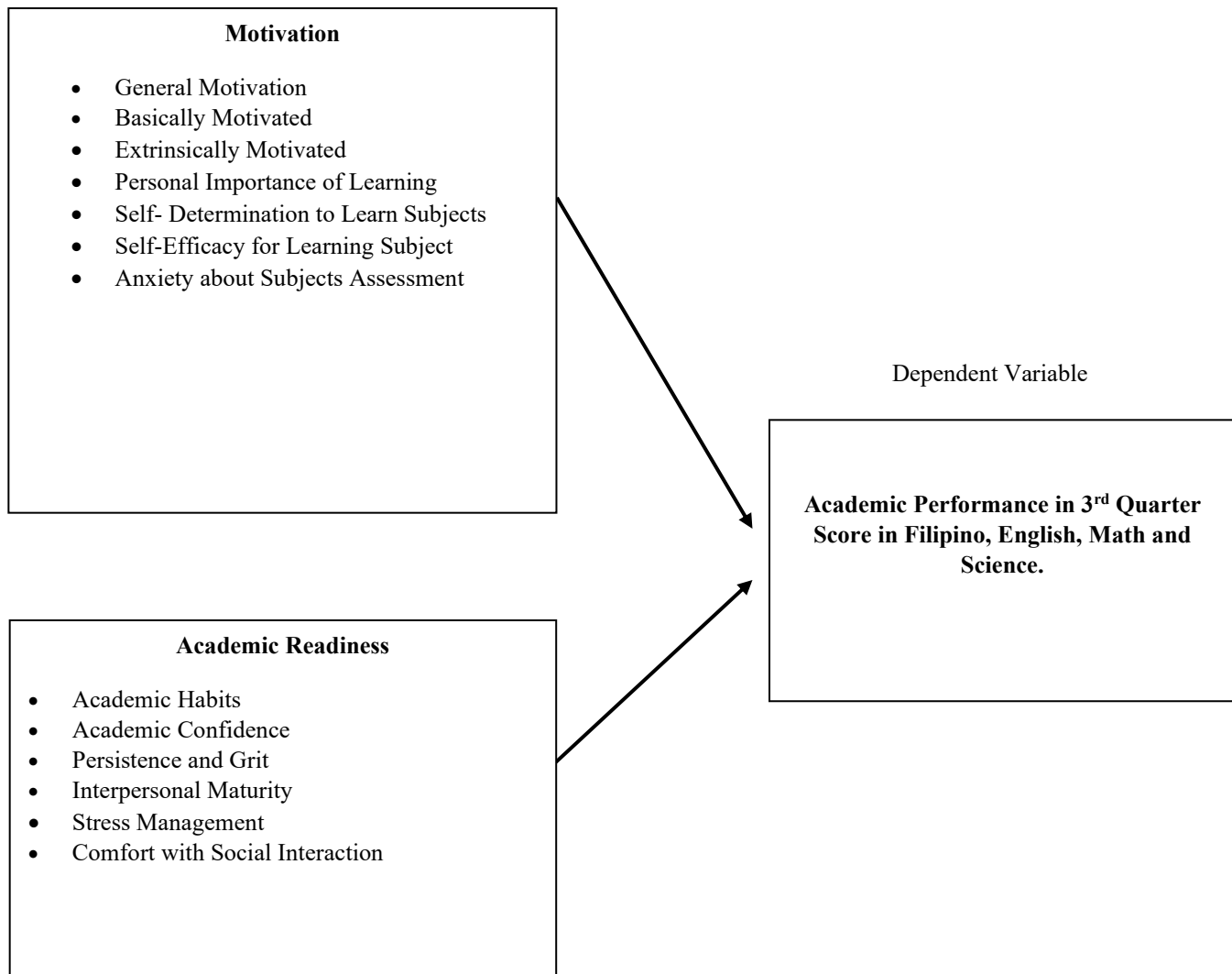
In the same manner, the researcher observed that in integrated schools across Maragusan, including Pamintaran, Parasanon, Katipunan, Coronobe, New Panay, and Tigbao, incoming Grade 11 learners have been observed to encounter significant academic and motivational challenges that impede their transition to senior high school. Deficiencies in critical thinking, reading comprehension, and independent learning are frequently noted, limiting students' ability to meet the demands of the senior high school curriculum. In addition, low levels of motivation have been reported, often associated with uncertainty in strand selection, competing family or personal responsibilities, and diminished self-confidence. These difficulties not only affect individual academic performance but also reflect systemic issues concerning the readiness and motivation of students as they progress to higher levels of education. Such concerns underscore the necessity of systematically examining academic readiness and motivational factors to address learning gaps and facilitate a more successful transition into senior high school.

## **2. Purpose of the Study**

The primary purpose of this research was to investigate the relationship and predictive influence of motivation and academic readiness on the academic performance of upcoming Grade 11 students within the six Integrated Schools of Maragusan, Davao de Oro. Specifically, the study sought to determine the current levels of student motivation and readiness across various domains including study habits, time management, problem-solving skills, and stress tolerance to identify which of these factors most significantly contribute to academic achievement. By examining 140 selected learners, the research aimed to evaluate how these internal psychological and behavioral competencies forecast performance in core subjects such as Mathematics, Science, English, and Filipino. Ultimately, the study intended to provide empirical evidence to inform the development of targeted school-based programs and interventions that cultivate both intrinsic drive and emotional resilience, thereby facilitating a more successful and holistic transition for students entering Senior High School.

## **3. Conceptual Framework**

Independent Variable



#### 4. Research Questions

This study determined the influence of motivation and academic readiness on the academic performance of upcoming Grade 11 students in all integrated schools in Maragusan, Davao de Oro. Specifically, it sought to answer the following questions:

1. What is the level of motivation of the respondents in terms of:
  - 1.1 General Motivation
  - 1.2 Basically Motivated
  - 1.3 Extrinsically Motivated
  - 1.4 Personal Importance of Learning
  - 1.5 Self- Determination to Learn Subjects
  - 1.6 Self-Efficacy for Learning Subject
  - 1.7 Anxiety about Subjects Assessment
2. What is the level of academic readiness of the respondents in terms of:
  - 2.1 Academic Habit
  - 2.2 Academic Confidence
  - 2.3 Persistence and Grit
  - 2.4 Interpersonal Maturity
  - 2.5 Stress Management
  - 2.6 Comfort with Social Interaction

3. What is the level of academic performance of the respondents based on their 3rd quarter test scores in Filipino, English, Math and Science.
4. Is there a significant relationship between motivation and academic performance?
5. Is there a significant relationship between academic readiness and academic performance?
6. Which domains in motivation can predict academic performance?
7. Which Domains in academic readiness can predict academic performance?

## 5. Scope and Delimitation of the Study

This study focused on the influence of motivation and academic readiness on the academic performance of upcoming Grade 11 students who are enrolled in all integrated schools in Maragusan, Davao de Oro for the school year 2025–2026. The respondents of the study were purposively selected, and the study specifically look unto the students' level of motivation in terms of intrinsic motivation, extrinsic motivation, and self-efficacy, as well as their level of academic readiness in terms of study habits, time management, problem-solving skills, stress tolerance, and class participation. Academic performance was measured based on the students' general average in their previous school year. The study was delimited to upcoming Grade 11 students only and would not cover other grade levels or schools outside Maragusan.

## 6. Research Design

This study employed a quantitative descriptive–correlational research design to investigate the relationship between transformational leadership and employee engagement, and to predict job satisfaction among employees (Dwitanti & Churiyah, 2022) [7]. The descriptive component aimed to determine and describe the prevailing levels of transformational leadership and employee engagement as perceived by the respondents. It involved the systematic collection and presentation of quantitative data to provide an accurate profile of these variables within the study context. Descriptive correlational research is a quantitative research method that describes the relationship between two or more variables without manipulating them, seeking to identify patterns and associations among variables (Creswell & Creswell, 2018) [8].

In this design, data were collected using a standardized questionnaire designed to measure the respondents' levels of motivation and academic readiness. The motivation construct was assessed through three dimensions: intrinsic motivation, extrinsic motivation, and self-efficacy. Academic readiness was measured through five indicators: study habits, time management, problem-solving skills, stress tolerance, and class participation. Academic performance was determined from the respondents' general average from the previous school year, as recorded in their school documents.

The choice of this design aligns with the objective of identifying significant relationships and determining which variable motivation or academic readiness serves as a better predictor of academic performance. The results were analyzed using descriptive statistics, Pearson product-moment correlation, and multiple regression analysis to address the research questions and test the null hypotheses.

## 7. Research Respondents

The respondents of this study were the 140 incoming Grade 11 students enrolled for the school year 2025–2026 across six Integrated Schools in Maragusan, namely: Pamintaran Integrated School, Parasanon Integrated School, Katipunan Integrated School, Coronobe Integrated School, New Panay Integrated School, and Tigbao Integrated School. These respondents were purposively selected based on their eligibility to enter Grade 11, ensuring that they have successfully completed Grade 10 and are officially enrolled in one of the selected Integrated Schools. The group of participants was not limited to a specific strand in senior high school, as the study intends to capture perspectives across different academic tracks to provide a more comprehensive analysis of motivation and readiness.

Thus, both male and female students, regardless of socio-economic status are considered as long as they are willing to participate and have secured parental or guardian consent. To ensure ethical and reliable participation, inclusion was limited to students who are officially enrolled, able to provide assent, and willing to comply with the study's

requirements. On the other hand, withdrawal from the study were allowed for respondents who voluntarily discontinue their participation, those who was unable to provide complete or accurate data, students who transfer to another school during the conduct of the research, or those who encounter personal circumstances that may hinder their continued involvement. By engaging students from multiple schools situated in different barangays, the study would gain a comprehensive understanding of the levels of motivation, academic readiness, and academic performance of upcoming Grade 11 learners in Maragusan.

## 8. CONCLUSIONS

The overall result of the study reveal that Grade 11 students demonstrate moderate to high levels across various psychosocial and academic dimensions, including motivation, intrinsic and extrinsic drive, self-efficacy, study habits, stress management, problem-solving skills, stress tolerance, and class participation. Students exhibit strong motivation particularly extrinsic and goal-oriented, which contributes positively to their academic engagement. Their self-efficacy is also high, indicating confidence in mastering academic tasks and perceiving their subjects as valuable and relevant. Meanwhile, study habits, stress management, stress tolerance, and class participation fall within the moderate range, suggesting that although students show foundational competencies in these areas; their skills are not yet fully developed or consistently applied. Taken together, the results imply that learners possess the necessary attributes for academic success but require strengthened support systems to refine their coping mechanisms, enhance social interaction skills, and promote more effective academic behaviors.

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