

LEVELS OF MOTIVATION AND THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Motivation is a significantly important factor for academic learning and achievement. It plays a vital role in each of the students' lives. The goal of this study was to determine the relationship between the levels of motivation and the academic performance of the Senior High School Students enrolled in Tupaz National High School. The quantitative-correlation methodology covers discussions that the researcher used to get the data about the study. To assess the level of self-motivation, respondents completed an adopted standardized questionnaire. Data were analyzed using correlational analysis. The findings of the study revealed that the students are highly motivated both intrinsically and extrinsically, however, the results showed a low academic achievement of the students. The importance of this study was to know the current level of motivation of the students and assist them in their needs in terms of their academics. The findings of the results illustrated that there was no significant relationship between these two variables. These findings suggest a complex interplay of factors influencing student achievement beyond motivation alone. Further research and interventions may be necessary to uncover additional variables impacting academic outcomes among Senior High School students. Understanding these dynamics can inform educators and policymakers in developing targeted strategies to enhance student motivation and ultimately improve academic success.

Keyword: *motivation, academic performance, correlational research design*

1. INTRODUCTION

The ability to be motivated is crucial for success. The motivation you possess, whether it be internal or external, has a significant impact on how you accomplish goals. Determining students' motivation levels and how that affects their academic performance has been a topic of ongoing discussion among various experts in the field of education. For that reason, the researcher is interested in gathering data and doing an in-person investigation. Motivation is a complicated aspect of human psychology and behavior, according to Bakar (2014). It can influence people's decisions about how to spend their time, how much effort they put into a work, their thoughts, and feelings about the task, and how long they stick with it.

A study at Tehran University in Iran conducted by Amrai et al. (2011) shows a positive and significant correlation between motivation and academic achievement in 252 Tehran University students. However, in universities, e-learning has been widely adopted, and one of the key elements influencing effective learning is motivation. In contrary, there is a study of Kew et al. (2020) among 115 social science students in Thailand wherein the study shows a weak correlation among the motivation and academic performance as the students filled in an instructional materials motivation survey.

In the Philippine context, motivation has a major impact on senior high school student's academic performance, according to a study in Batangas by Ramasamy (2023) on 111 senior high school students. Furthermore, a study conducted at Bestlink College of the Philippines by Aque et al. (2021) provided additional evidence in favor of the assertion that student performance is significantly impacted by motivation.

The contradictory data indicates that additional investigation is necessary to ascertain the correlation between academic achievement and motivation. As such, it could be done better on a firsthand experience. In Tupaz National High School-Senior High School Department, several students are enrolled in different strands who are about to pursue their college in the next school year, and it needs great motivation for them to learn and pursue their dreams. It was also observed that this institution offers only a limited strand in Senior High School which may affect their career pathways in choosing their course in college. Hence, it is in this regard that the researcher wants to conduct this study to measure the levels of motivation and its relationship to the academic performance of the students.

1.1 Research Questions

1. What is the level of motivation of the Senior High Students in terms of intrinsic and extrinsic?
2. What is the academic performance of Senior High School Students when grouped according to sex?
3. Is there any significant relationship between the levels of motivation of the respondents with their academic performance?
4. Is there a significant difference between academic performance when grouped according to sex?

2. METHODOLOGY

2.1 Research Design

The researcher used a quantitative, descriptive correlational methodology based on an existing population actively pursuing Senior High at Tupaz National High School. According to Bhandari (2021), a correlational research design is a type of study that investigates relationships between variables without the researcher controlling or manipulating any of them. Although the findings of this study have limits that should be acknowledged, they can still be a valuable tool in many academic research areas. However, they cannot be used as a conclusive answer or to refute a theory.

2.2 Research Subjects

The respondents of this research were 95 students, who at the time of participation, were current senior high school students enrolled at Tupaz National High School. The researcher used purposive sampling to gather data about this study. These respondents were divided into two strands, the track of General Academic Strand (GAS) and the Technical-Vocational-Livelihood (TVL).

2.3 Research Instrument

A 30-item questionnaire was prepared by the researcher. Fifteen items are for intrinsic motivation and another fifteen items are intended for extrinsic motivation. It was adopted from the Motivated Strategies for Learning Questionnaire (MSLQ) of Pintrich and DeGroot. To gauge the academic performance of the respondents, the researcher prepared a social science questionnaire, which was broken down into four subjects—Philippine history, sociology, economics, and politics and governance—to assess the respondents' academic achievement. A Table of Specifications (TOS) was also prepared to ensure that the test items were properly distributed.

2.4 Research Procedure

First, the researcher asked permission from the Division of Davao de Oro through a letter. After the approval from the Division Superintendent, the researcher prepared another letter for the School Principal for the conduct of the study. After receiving the approval from the School Principal, the researcher administered the data gathering to the respondents and consolidated the data afterwards.

2.5 Statistical Treatment/Data Analysis

The data collected was forwarded to the statistician utilizing the mean, standard deviation and Pearson Product Moment Correlation Coefficient.

3. RESULTS

This chapter presents the results, implications, and interpretation of the data gathered. The results are based on the statement of the problem within the study.

3.1 Level of Intrinsic Motivation of SHS Students

Intrinsic Motivation	\bar{X}	Descriptive Equivalent
1. I expect to do very well in this class because this is my chosen strand.	4.28	High
2. I like what I am learning in class because it is interesting.	4.39	High
3. I prefer class work that is challenging so I can learn new things.	4.20	High
4. I can do an excellent job on the problems and tasks assigned for this class.	3.59	High
5. Even when I do poorly on a test I try to learn from my mistakes.	4.20	High
6. I think that what I am learning in this class is beneficial for me and for my future course in college.	4.41	High
7. When I do homework, I try to remember the lesson on my own to answer the questions correctly.	3.99	High
8. I ask myself questions to make sure I know the material I have been studying.	3.93	High
9. When I study, I put important ideas into my own words to understand them easily.	4.21	High
10. I do school activities/homework because I want to.	3.92	High
11. I work on the practice exercises and answer the end-of-chapter questions even when I do not have to.	3.59	High
12. I prefer to study alone and learn on my own.	3.95	High
13. I ask for clarification in class because I want to learn new things.	4.06	High
14. I work on problems alone and learn how to solve them.	3.75	High
15. When I do not understand something right away, I like to try to figure it out by myself.	3.77	High
OVERALL	4.02	HIGH

Table 1: Level of Intrinsic Motivation of SHS Students

This table shows the level of Intrinsic Motivation of the senior high school students enrolled in Tupaz National High School. The overall mean is 4.02 interpreted as High which indicates that the levels of intrinsic motivation of students are adequately observed. The highest mean is 4.41 in item number 6 with the question, “I think that what I am learning in this class is beneficial for me and for my future course in college.” However, the lowest mean is 3.59 on items 4 and 11 respectively. Item number 4 states “I can do an excellent job on the problems and tasks assigned for this class.”

According to a study by Mohamed et al. (2021), motivation is crucial for achieving academic success. This study verifies that, when examined among Saudi Arabian university medical students, there is a substantial

association between both factors. The researchers concluded that academic achievement may be related to motivational involvement and persistence based on this study as well.

3.2 Level of Extrinsic Motivation of the SHS Students

EXTRINSIC MOTIVATION	\bar{X}	DESCRIPTIVE EQUIVALENT
1. I chose this strand because I am influenced by my family/classmates.	3.81	High
2. I want to do well in the class because it is important to show my ability to my family, friends, and classmates.	4.31	High
3. I am willing to participate in class because my teachers/classmates are motivating.	3.94	High
4. I am interested to learn because I am influenced by my classmates.	3.54	Moderate
5. When I study, I learn more when I am with my friends/classmates.	3.77	High
6. When the activity is hard, I either give up or study only the easy parts.	3.26	Moderate
7. During the discussion, I feel most fulfilled when the teacher accepts my ideas.	4.06	High
8. I believe I can accomplish things because I have my classmates who will help me.	4.07	High
9. I do not like to figure out difficult problems.	3.28	Moderate
10. I comply with the tasks given because the teacher wants me to.	4.00	High
11. I like to have the teacher/classmate help me with my schoolwork.	3.95	High
12. Obtaining a good grade average point is always my priority.	4.03	High
13. When I make mistakes, I like to ask the teacher how to get the right answer.	4.01	High
14. I do schoolwork on/or the day before the deadline.	3.61	High
15. I do well in class so I can receive awards, praise, and words of affirmation.	3.47	Moderate
OVERALL	3.81	High

Table 2: Level of Extrinsic Motivation of SHS Students

This table shows the level of Extrinsic Motivation of the senior high school students enrolled in Tupaz National High School. The overall mean is 3.81 interpreted as High which indicates that the levels of extrinsic motivation of students are adequately observed. The highest mean is 4.31 in item number 17 stating, "I want to do well in the class because it is important to show my ability to my family, friends, and classmates."

However, the lowest mean is 3.26 on item number 21 with the question, "When the activity is hard, I either give up or study only the easy parts." Based on the results, it was indicated that most of the respondents opted to accomplish an easy task rather than a challenging one.

According to the study by Sidin (2021), prizes would motivate pupils to learn more and put in more effort. Students' interest in each subject will also rise because of the rewards and penalties. This will create an environment in which students can be motivated to achieve well through rewards. This indicates that external motivation such as rewards and affirmations from other people develops the drive for the students to perform well.

3.3 Level of Academic Performance According to Sex

SEX	MEAN	CLASS PROFICIENCY	DESCRIPTION
Male	6.83	34%	Did Not Meet Expectations
Female	6.97	35%	Did Not Meet Expectations

Table 3: Level of Academic Performance According to Sex

The mean for academic performance for males is 6.83, with a class proficiency of 34%. Meanwhile, the mean female students are 6.97%, with a class proficiency of 35%. The results of the academic performance of both sexes were interpreted as DNME. DNME means did not meet expectations according to D.O, No. 8, Series of 2015. Based on these findings, a variety of reasons can be considered to explain the low academic achievement of the students.

3.4 Relationship of Motivation and Academic Performance of the SHS Students

Pearson's Correlations

Variable		Academic Performance	Intrinsic	Extrinsic
1. Academic Performance	Pearson's r	—		
	p-value	—		
2. Intrinsic	Pearson's r	-0.175	—	
	p-value	0.090	—	
3. Extrinsic	Pearson's r	-0.002	0.152	—
	p-value	0.983	0.141	—

Table 4: Relationship of Motivation and Academic Performance of the SHS Students

The p-value of intrinsic motivation associated with academic performance is 0.09, meanwhile, its correlation coefficient is -0.175, therefore there is no significant relationship between the two variables. On the other hand, the p-value of extrinsic motivation is 0.983 with a correlation coefficient of 0.002 which signifies that there is no significant relationship between the two variables.

3.5 Significant Difference in Academic Performance when Grouped According to Sex

Independent Samples T-Test

	t	df	p
Academic Performance	-0.308	93	0.759

Note. Student's t-test.

Table 5: Significant Difference in Academic Performance when Grouped According to Sex

The table below presents the significant difference between the academic performance of the Senior High School students when grouped according to sex. The results imply that there is no significant difference in class mean between boys and girls. The result of this study was supported by the research of Sivrikaya (2019), wherein it was found that the scores and sub-dimensions of the academic motivation measure did not significantly differ based on gender.

4. CONCLUSION

The researcher has concluded that each respondent's intrinsic and extrinsic motives were strong and sufficiently evident in their own lives, based on the data that was examined and the study's findings. It proves that they are extremely motivated to complete a task that is assigned to them in either case. There is a negative association between academic achievement and motivation, nevertheless, as seen by their poor academic performance in terms of achievement. One may conclude that the respondents' low academic scores could be caused by several variables. Variables like the instrument's difficulty index or the breadth or depth of their knowledge of the subjects covered. Finally, this study suggests that there is no significant difference in respondents' academic performance when categorized by their sex, implying that a student's ability to succeed academically is not influenced by their sex.

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