

Motivation of Students in Relation to Academic Performance

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ABSTRACT: The study aimed to determine the levels of motivation of students and academic performance; the relationship between level of motivation of students and academic performance; the difference in academic performance are grouped according to economic status and ethnicity; and the influence level of motivation of students on academic performance among grade six in remote public elementary schools of Maragusan East District, Davao De Oro, Philippines, using quantitative non-experimental, descriptive-correlational research design. The results showed a high level of motivation of students in terms of self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation. A fairly satisfactory academic performance in English, Mathematics and Science. Moreover, the findings displayed that there was a very low relationship between motivation of students and academic performance. However, no significant influence of motivation of students on academic performance was manifested. Findings of the study could be an important baseline for planning and crafting policies and activities that target academic interventions, improved teaching strategies, and equitable access to educational resources, particularly in geographically isolated, remote and disadvantaged areas.

KEYWORDS: education, motivation of students, academic performance, remote public schools. descriptive-correlational research, Philippines.

I. INTRODUCTION

The Problem and Its Background : Poor academic performance is a major challenge for the teachers and parents. It is the inability of the learners to meet the standards of learning in school and they have low grades, failing marks, not able to perform assignments, limited class participation and difficulty in mastering the basic competencies. On the other hand, learners with high motivation have better learning habits and tend to demonstrate interest and perseverance in learning. According to Schwan (2021) that many learners in today's schools lack motivation or are uninterested in completing their schoolwork. They lack the motivation to attend classes regularly and mostly they are passive learners to engage with the lesson discussions. With the heavy emphasis on academic performance, it can be extremely detrimental when learners lack drive to study. In the study conducted in Turkey by Seven (2020), it was revealed that motivation might be one method for getting good marks and avoiding failures because learner's attributions for academic success or failure ultimately determine the effort they will exert on the lesson in the future. In other words, these attributions predict this future achievement behavior. Together with this result one of the studies conducted in Colombo, Sri Lanka by Athirathan (2025) revealed that there is a significant influence of motivation to the academic performance of the learners and there is a significant direct relationship between academic performance and extrinsic motivation.

in Tagoloan District, Misamis Oriental, Philippines, using a descriptive-correlational study was conducted by Elvira and Quirap (2024) found high levels of both intrinsic and extrinsic motivational factors. Academic performance in Filipino, English, Mathematics, Science, and Araling Panlipunan for the 1st and 2nd Quarter was very satisfactory. There was no significant relationship between motivational factors and academic performance, except for intrinsic curiosity and independent mastery. Most respondents were internally motivated, yet their external motivators mirrored their intrinsic drives. Furthermore, the district and school heads of Maragusan East District stated that the poor academic performance is a significant problem that requires immediate attention. Teachers specifically are confronted with their academic performance. It is in this scenario that the researcher is motivated to conduct this study to determine if motivation of the learners would really affect their academic performance. While the researcher is searching for related literature and studies, there is so much to consider that there are literature gaps about this study. The present study was undertaken to determine how motivation affects the academic performance of Grade Six learners in remote schools within the Maragusan East District. Motivation plays a significant role in learners' involvement, determination, commitment, and success at school, especially for those facing difficulties stemming from their isolation from other geographical areas, poor educational facilities, and diverse socioeconomic and ethnic backgrounds. In particular, the study aims to assess the degree of motivation measured by self-determination, self-efficacy, intrinsic motivation, grade motivation, and career motivation, as well as the academic performance of learners in such subjects as English,

Mathematics, and Science. Moreover, the research focuses on finding out whether there exists any connection between learners' motivation and academic performance, whether any specific area of motivation plays a crucial role in academic success, and whether the learners' academic performance differs according to their economic status and ethnic background.

Review of Related Literature and Studies : For sufficient backgrounds of the study, the following literatures, studies, relevant information, concerns, views, and issues of different authors are considered for they enabled the researcher to establish the background of the study, provide check questions, and enhance the analysis and interpretation of the data collected. This research study particularly looked at the motivation of the students with its domains as well as that of academic performance and its indicators.

Motivation of Students. Recent research on students' school motivation highlights self-efficacy, resilience, and teacher support as influencing motivation. Students with stronger self-efficacy will tend to engage more in academic problems, which, therefore, will have a positive impact on motivation and performance levels across different learning contexts, including online learning scenarios. In addition, students who are resilient can ward off academic and psychological stressors that adversely affect motivation towards achievement. Research also indicates that motivation is dynamic and has many faces, thus containing elements such as self-determination, goal in mind, and emotional engagement, implying that teachers should create an environment to cater for these psychological needs to sustain the students' motivation in the long run (Bureau et al., 2023). Pupil motivation is of great importance to academic engagement and performance. Intrinsic motivation propels students to take the initiative, try, and sustain endeavor in the face of obstacles, resulting in better academic results. Motivated students demonstrate higher engagement levels, competence, and effectiveness in relation to academic achievement (Zajda, 2023). Self-determination and control-value theory underscore that when students value the academic activities and believe in their ability to achieve, they become more likely to perform better (Yu & Levesque-Bristol, 2020; Rachmad, 2022). Thus, it is crucial to nurture motivation in increasing students' academic tracks. As a result, motivation is crucial since it directs and maintains behavior, which is crucial for success in any activity, particularly learning (Abzhanova et al. 2025).

According to a study, gamification has a significant impact on students' motivation by helping them assimilate knowledge, improve their skills, and develop their academic competencies. It refers to a wide range of abilities that are necessary for success in the classroom and that can be improved through engaging and interactive learning experiences (Jaramillo-Mediavilla et al., 2024). Learning through games may increase students' confidence and motivation for their studies. Academic years, measuring tools, game length, and game design components can all have an impact on motivational effects (Seo et al., 2024). The Program for International Student Assessment draws attention to the ongoing loss of motivation and dedication among students around the world in their academic pursuits, which is causing their reading, math, and science competence levels to decline (Lourenço & Paiva, 2024). The results showed that academic performance is influenced by extrinsic and intrinsic motivation. Emotional engagement, psychological capital, and intrinsic learning motivation are all significantly improved by extrinsic learning motivation. The relationship between academic success and extrinsic motivation is mediated by intrinsic motivation (Liu et al., 2024). It indicates that the pupils are aiming for academic excellence and aspire for their futures (Masinga, 2025).

In the context of Indonesian schools, research investigating student learning motivation as a predictor of learning strategies revealed a positive and significant correlation between student motivation and learning strategies. Furthermore, three predictor variables of student motivation were found to significantly predict learning strategies, with the value components of student motivation serving as the most effective predictors of learning strategies (Hariri et al., 2021). There has been minimal research on motivational development among low-income young people, primarily due to challenges in accessing this demographic. They examined the trajectories of intrinsic and extrinsic motives among low-income pupils during adolescence, identifying the influence of parents, teachers, and peers in shaping these trajectories (Alivernini et al., 2023). The first domain of motivation of students is self-determination. Self-determination is an important domain in understanding students' school motivation, particularly through the lens of Self-Determination Theory (SDT). This theory points out that motivation is deep when fulfillment of three important psychological needs is achieved: autonomy, competence, and relatedness. In other words, the degrees of met need directly affect the levels of intrinsic motivation and, consequently, students' engagement and academic success. Autonomy, which refers to the ability to choose and direct one's own learning, is essential for evoking self-driven behavior (Ryan & Deci, 2020). Resilience and academic performance depend on independence and self-belief. The significance of self-efficacy has also been emphasized by Andayani (2026).

It stands in contrast to extrinsic motivation in which behaviors are motivated by external payoffs or pressures that induce lower engagement over time. More findings have revealed the relevance of self-determined learning regarding developing meaningful and sustainable educational outcomes for students. Higher academic well-being, perseverance, and achievement are linked to students' self-determined motivation, which is demonstrated by their actions motivated by interest, curiosity, and enduring values. According to the self-determination theory, self-determined motivation depends on the fulfilment of three psychological needs, autonomy, competence, and relatedness, all of which are supported by the actions of significant persons (Bureau et al., 2022).

The second domain of pupils' school motivation is self-efficacy. Self-Efficacy plays a key role in pupils' school motivation because it works as a domain that influences their performance when in school. It is a student's belief in their capability to accomplish academic tasks, how they believe to have control over certain activities, and how influential that belief has on the amount of effort, persistence, or resilience they show. The more a student believes they can do something, the more motivated they will be, and vice versa. Research highlights that self-efficacy supports academic achievement, but in conjunction with that, it creates an effective learning environment in which students feel capable and motivated to achieve their objectives (Khine & Nielsen, 2022). Secondly, self-reflective practices are crucial for the development of self-efficacy and allow students to adjust their strategies to best possible learning outcomes, further increasing their motivation and success (Olivier et al., 2019). A strong sense of self-efficacy is likely to make people more interested in the activities they do. cultivate a stronger sense of devotion to their objectives and activities. Easily bounce back from setbacks and disappointments. Consider complicated problems as things that require mastery. On the other hand, people with low self-efficacy frequently exhibit behaviors that prevent them from completing challenging activities. believe they are incapable of handling demanding roles and circumstances. Focus on your own weaknesses and unfavorable outcomes. Easily lose faith in one's own abilities (Kendra & Morin, 2020).

A study explores the influence of self-efficacy on students' mathematical competencies. This study employs a meta-analysis design, examining 16 papers published in SCOPUS-indexed journals, encompassing a sample of 73,935 individuals across various nations. It determined that self-efficacy exerts a favorable and significant influence on students' mathematical competencies (Kamsurya et al., 2022). Another study findings, intellectually challenging teaching practices are linked to learning outcomes like engagement, peer relationships, and self-efficacy. As a result, they support students' optimal development by encouraging intrinsic value and a sense of fulfillment that comes with learning (Shin & Bolkan, 2021). The third domain of motivation of students is intrinsic motivation. Intrinsic motivation refers to internal and personal motivating factors to participate in any learning activity from a sense of satisfaction and interest rather than for any reward. Hence, the secret to perseverance at work is intrinsic motivation. People who are intrinsically motivated view their work as an end in and of itself, causing the action and its objective to conflict. As a result, work-related tasks become more interesting and enjoyable (Fishbach & Woolley, 2022). Studies, intrinsic motivation has been recognized as closely related to students' psychological needs as identified by Self-Determination Theory (SDT), namely autonomy, competence, and relatedness. If such needs are satisfied, children participate more and perform better academically. For instance, intrinsic motivation is better connected to increased academic achievement because students tend to be more obstinate in challenging tasks, employ deep learning strategies, and have resilience (Meng & Hu, 2023).

Moreover, fostering autonomy-supportive classrooms may increase the intrinsic motivations of students which eventually leads to higher achievements in academics and overall well-being for them (Sunu & Baidoo-Anu, 2024). Effective teaching and learning are significantly influenced by both teachers' and students' intrinsic motivation for learning. By examining these relationships and influencing factors, it is possible to identify ways to support both teachers' professional development and students' overall development (Zou et al., 2024). A study by Gulzar et al., (2022) sought to determine how and when students' use of social media relates to their creativity and academic engagement. The results showed that students' use of social media is positively correlated with their creativity and academic engagement through intrinsic motivation, but cyberbullying acts as a boundary condition on these relationships, increasing the strength of the direct and indirect relationships. Additional findings showed that the positive relationship between students' intrinsic motivation and their online creativity is somewhat mediated by their participation in online learning. The positive correlation between online learning engagement and student intrinsic motivation is moderated by the emotional support of teachers (Wang, 2022). The fourth domain of motivation of students is grade motivation. Grade motivation represents an important domain of students' school motivation and has been shown to impact much of academic outcome. Studies showed that focusing on grades by students may nurture extrinsic motivation if grades are perceived in

Certain ways but may undermine intrinsic motivation under other conditions. Students often strive for high grades to demonstrate competence or outperform peers, known as performance goals, which may sometimes lead to surface-level learning focused on memorization rather than a deeper understanding of material. However, when grades are framed to support mastery goals encouraging learning and improvement students' motivation can become more internally driven, promoting long-term academic success and self-efficacy (The Edvocate, 2024; Frontiers, 2024). There are still unanswered problems regarding the effect of grading schemes on academic motivation, despite research on the effects of narrative feedback and in-class pedagogical practices. Compared to students who received multi-interval grades, students at colleges that employed narrative evaluations reported higher levels of intrinsic and autonomous motivation. Institutions should reconsider when and in which programs grades may be acceptable or required, given the possibility for grades to impede academic motivation and basic psychological requirements (Chamberlin et al., 2023). According to other findings, grades had a favorable impact on achievement but a negative impact on motivation when compared to no feedback. However, students who received grades performed worse and were less motivated than those who received remarks (Atkinson et al., 2024). The fifth domain of pupils' school motivation is career motivation. Career motivation is an essential school motivation domain among students, significantly related to the engagement and success of students in academic settings. Therefore, a study points out that students with higher career aspirations show more academic motivation than others, which increases their performance and achievement at school (Amida et al., 2021).

Indeed, the infusion of career-related goals into educational settings not only enhances intrinsic motivation but also gives students a reason for purpose, making them see the relevance of their studies to future professional opportunities (Steinmayr et al., 2019). The results demonstrated that students' academic motivation and career decision-making varied according to their gender, academic achievement, year of study, and aspirations for pursuing graduate school. Furthermore, it was discovered that university students' academic motivation positively impacted their decision to pursue a career. Considering the study's findings, it might be advantageous to focus on boosting motivation in college courses and to incorporate elements that support students' intrinsic and academic motivation (Koyuncuoglu, 2021).

Academic performance. Student achievement in a variety of academic subjects is measured by academic performance. Standardized test scores, graduation rates, and classroom performance are commonly used by educators to gauge student achievement. Many studies have linked emotional intelligence to academic achievement, as education and regulation significantly influence the cognitive processes associated with attention and scenarios necessitating management and self-control. The results suggest that emotional intelligence is a valuable variable to predict academic performance (Quílez-Robres et al., 2023). However, beyond motivation, a variety of factors influence academic success, including the caliber of instruction, socioeconomic level, and availability of educational resources (Tshisikhawe & Ramatswi, 2025). The impact of desire on academic success can be diminished in remote places due to constraints such as inadequate facilities, a lack of learning resources, and a lack of academic assistance (Chitondo, 2022). According to various authors' investigations, motivational forces frequently depend on a variety of contextual factors (Liaquat et al., 2024). However, results from other studies suggest that when suitable learning environments and methodologies are available, motivation may have a major impact on accomplishment (Cayubit, 2022). Since student assessment is probably the main component of the teaching and learning process, it is a topic that is frequently discussed in the teaching and learning academic community. We will never be able to determine whether our instruction is having an impact unless we have a way to gather and examine evidence of academic performance. In other words, teaching necessitates a method by which we can determine whether pupils are acquiring the necessary knowledge and abilities, and hence whether our instruction is successful (Ehri, 2022).

To determine whether the teaching and learning process is working effectively or needs to be changed, we use learning assessments, which are like magnifying glasses, to examine students' learning (Munna & Kalam, 2021). Because it informs the teacher on the progress of students in attempting to meet their learning objectives, learning outcomes play a crucial part in the learning process. Learning outcomes show how well pupils comprehend the information that the teacher has provided. After learning material through a test or exam given by the teacher, students receive learning outcomes, which are output values in the form of numbers or letters (Harefa et al., 2023). Assessing a student's standing within a school is largely dependent on their academic performance. It enables decision-makers, academic staff, and educational administrators to accurately assess students enrolled in different courses throughout the course of a semester. The most important elements affecting students' academic achievement were found to be low entry grades, family support, accommodations, gender, grade on prior assessments, grade on internal assessments, GPA, and e-learning engagement. Other

Academics looking at topics related to academic performance, like modeling and student performance prediction, would find this finding useful (Al Husaini & Shukor, 2022). Another study conducted by Lozano-Blasco et al., (2022) that focused on the relationship and explanation of academic performance through intelligence, understood as different types of intelligence. The results of this study highlight the significant, positive, and moderate correlation between intelligence and academic performance, emphasizing its predictive ability regarding school outcomes when considering the type of intelligence or country of origin as a moderating variable, while explanatory models based on age or sex prove insignificant. Consequently, it may be inferred that intelligence, aside from being an effective predictor of academic achievement, is shaped by the sort of intelligence or theoretical model utilized as a reference, as well as by the country or culture of origin. Furthermore, study that seeks to assess how well the orientation program for incoming students aids in their adjustment and how it affects their academic achievement. The findings demonstrate that the orientation session for incoming students improves their process of adjusting. When compared to students who do not participate in the orientation program, those who do tend to perform better academically (Mohzana, 2024).

A vital component of our knowledge-based society is science education. According to Hendriks and Kienhuis (2019), science has a wide range of effects on people's daily lives and is no longer merely a theoretical and isolated method of examining the socio-natural world. Today's students need to improve their scientific literacy and learn how to apply it to reason, solve problems, and make decisions on urgent global issues in accordance with the global vision for science education (Forbes, et al., 2020). According to the Organization for Economic Cooperation and Development's 2018 Program for International Student Assessment (PISA) results, science education in the Philippines is currently in worse shape than in other nations, especially at the basic education level (OECD, 2019). The Philippines placed second to last in both science and mathematics and last in reading out of the 79 participating nations, according to the results. Given the low academic standing of science students, more creative and interesting teaching methods are needed to raise students' scientific literacy. Students do better in language-based courses than in science and math (OECD, 2019; Dieker et al., 2022). Making science more engaging for students is one aspect of science education that could enhance scientific literacy. This can be achieved by using the history and philosophy of science as a teaching method.

Improving academic performance according to Ocariza et al., (2023) requires culturally appropriate interventions that prioritize alignment with the Philippines' complex cultural background. Active learning techniques, such as practical experiments and group projects, are successful in increasing participation and comprehension. A recurring theme is the critical role that teacher professional development plays, highlighting the link between improved student performance in science and well-designed programs. Academic achievement is greatly impacted by instruction, learning resources, and student participation, particularly in more difficult courses (Ahmed et al., 2024). With the growing acceptance of diversity and inclusion in education generally, it is more crucial than ever to comprehend how ethnocultural elements affect students' academic performance (de Sousa, 2022). This emphasizes how important it is to find and incorporate local and indigenous knowledge systems into science education, which is especially crucial in nations with diverse ethnic populations like the Philippines. Findings indicate that including ethnocultural elements into science instruction improves students' academic performance. Future studies can add to the body of evidence already available, investigate various cultural contexts, and use rigorous research designs to offer insightful information about the importance and impact of ethnocultural education in various contexts. These efforts will help to further improve our understanding of the effects of ethnocultural education (Quiao et al., 2024).

However, teachers', students', and parents' impact statements were examined using thematic content coding. To create coding frames, both "a priori" and "in-vivo" codes were used. According to the findings, the respondents thought that the K–12 science curriculum prepared students for greater job prospects both domestically and outside (Cabansag, 2021). To address areas of misunderstanding, the impact statements recommend that program implementation be closely monitored and that teachers receive ongoing professional development. Misconceptions regarding the nature of extra years of study also point to the establishment and broad distribution of policy norms on educational and career possibilities in the integration of the ASEAN Economic Community. A meta-analysis carried out in 2024 in Educational Psychology Review revealed that socio-economic status continues to be one of the most powerful indicators predicting the performance outcomes of learners. Learners from high socio-economic statuses have been known to achieve better results owing to their greater access to learning resources and extra activities. The research findings suggest that efforts aimed at enhancing the learning outcomes of disadvantaged learners should be holistic in nature, encompassing many other issues concerning the learning process of disadvantaged learners, rather than pursuing a 'one-size-fits-all approach,' ensuring the disadvantaged learners greater access to learning resources and possibilities, taking

Advantage of what disadvantaged learners could offer during the learning process (Tan, 2024). However, the hypothesis made by Cumlat et al. (2024) in their study that the children from high socioeconomic backgrounds are more likely to have higher educational aspirations were tested. These positive ambitions help improve the educational achievement of their offspring because they foster expectations, motivation, and commitment towards education. The research shows that there is no link between socio-economic background and the educational aspirations of parents, and no link between educational ambitions of parents and academic achievements either. The present review integrates literature about the factors affecting SAP in four different domains, namely individual level, family, school, and societal influences. Articles were retrieved through a thorough literature search in Google Scholar dating from 2000 until July 2024. It was discovered in the thematic analysis that several individual factors impacted SAP, which include age, gender, self-efficacy, motivation, and test anxiety. In addition, family variables such as the parents' level of education, financial standing, and engagement were found to be influential. Variables from within the schools, including teachers' qualifications, self-efficacy, and approach to teaching, were important factors, while social factors like peers' attitudes, socio-economic background, private tuitions, and social support influenced SAP. It should be noted, however, that some of these variables had mixed effects on the influence they had on SAP. The significance of this research lies in its educational implications (Wang & Chen, 2025).

The effects of child, family and socioeconomic factors on children's early academic development are best understood in relation to each other. However, the majority of the available research have mostly focused on either family- or child-level factors, such as parental influences or child executive functions, to explain socioeconomic gaps in children's academic achievement. Results indicated that, when accounting for a range of potential confounding effects, parent education, but not family income-to-needs, was indirectly related to children's math achievement through sequential pathways involving both parenting factors (maternal sensitivity and cognitive stimulation) and children's working memory skills. Parent education was also associated with children's reading achievement indirectly through pathways such as cognitive stimulation and working memory (Waters et al., 2025). Meanwhile, children's learning Mathematics is crucial throughout their early years and school years. A solid foundation in mathematics aids youngsters in understanding numbers, patterns, and forms and is a vital life skill. Mathematics enhances critical thinking and problem-solving abilities in addition to numeracy. Developing these abilities could lead to new interests in mathematics and possible career or educational paths in the field (Yustitia et al., 2025). Cabuquin and Abocejo (2023) stressed that high school students who are proficient in mathematics are more likely to succeed and do better in their academic courses, according to the findings, which showed a positive and highly significant association between the students' academic achievement and Mathematics performance. Conversely, poor success in Mathematics indicates poor achievement in general academic skills. There was no discernible difference between male and female students, indicating that both sexes can achieve academic success. According to the study's findings, academic success and Mathematical competence are closely related (Köni rt al., Kaiser, 2021).

Though poorly understood, the connections between math and the development of behavioral skills before starting school have significant ramifications for knowing how to best get young children ready for kindergarten. The results emphasize how crucial it is to help kids develop their numeracy and prosocial skills simultaneously in early life before they start school (MacDonald, (2025). All learning, including the formation of Mathematical knowledge, starts from birth, even if math instruction has historically started in kindergarten. Children can develop basic skills that predict their academic performance in elementary school through age-appropriate early learning experiences (Watts, 2018). The findings of the study indicate that although confidence and beliefs were strong, they were not predictive of the preschool learning environment's quality. It's possible that Early Childhood Teachers lack the specialized pedagogical and mathematical content understanding needed to teach preschoolers mathematics and foster their sophisticated mathematical thinking. There is discussion of the implications for professional learning (Papic & Papic, 2025). Another study used the Trends in International Mathematics and Science Study (TIMSS) to examine how early reading and numeracy skills affect math achievement in the fourth grade. The results of the conditional direct and indirect effects of early numeracy skills on G4 math achievement indicate that children with higher levels of early literacy proficiency use strategies other than early numeracy skills to solve G4 math problems, and that literacy proficiency may improve children's Mathematical problem-solving techniques (Chang, 2023). Meanwhile, English shows its significant in developing communication skills. The Philippine government emphasized its importance through varied government programs. The home language is used as a communication tool in day care centers in Zamboanga City, western Mindanao, Philippines, where young children receive daily instruction through games, stories, songs, and other social activities. Personnel at the study's nursery revealed that the epidemic has had a major negative influence on children's language use in the neighborhood, favoring English (Barrios, 2025).

When it comes to learning transfer, the language of instruction is essential. To guarantee that students comprehend and gain the required knowledge and abilities from a particular subject or field, choosing the appropriate media is crucial (Ablao 2024). Reading is an essential ability that affects cognitive development. Moreover, Agustina and Ro'isatin, (2024) stated that reading fosters critical thinking and problem-solving abilities in addition to improving comprehension. A serious problem exists in the Philippines, meanwhile, as about 19 million Filipinos who finished junior and senior high school between 2019 and 2024 lack functional literacy. This indicates that while they can read, they have trouble comprehending simple texts. This difficulty emphasizes how urgently better literacy programs are needed to improve reading comprehension. In the three chosen schools in the Nasugbu and Tuy Districts, a study sought to provide a roadmap for language learning based on the preferences of the learners in terms of motivation and learning attitude. The results demonstrated that intermediate students are highly motivated and have a positive outlook on language acquisition. Additionally, it was shown that respondents have a moderate personal attitude, but that teachers and parents seem to have a significant impact on students' enthusiasm to study English (Punongbayan et al. 2025). Subsequently, one of the most effective methods for learning a target language is exposure. As a result, students' exposure to English literature can improve their English language competence by assisting them in understanding the language. According to the study, pupils' development of English language competency is influenced by their exposure to a variety of English literature (Almoete et al., 2024).

Ethnicity considered to be a factor in academic performance. Three studies examining racial and cultural identity. They asked middle school and high school students about the ways in which their racial identities influenced their academic performance, attendance at school, and perseverance on arithmetic assignments. The researchers looked at teenagers who were Israeli, Native American, Hispanic, and African American. The research's most significant result is that young people can succeed more easily even in the most high-risk regions provided they stay focused on their studies and aren't distracted by failure or worries that perhaps education isn't for them (Banda et al., 2023). Furthermore, a study that focuses on the influence that parenting styles, teacher-student relationships, and schooling experiences in the early stages of sixth grade exert on the academic achievement in the late stage of middle school. The results revealed by the hierarchical linear model indicated that parental monitoring, teacher-student relationship, and diversity in racial and ethnic composition of school accounted for significant variation in academic performance. Regarding the mesosystem effect analysis, it is shown that Latino children attending racially and ethnically diverse schools were more likely to achieve academic success, especially those with strong relationship with teachers. Also, monitoring played an essential role for students attending low socioeconomic status schools (Yun & Low, 2024).

A research made by Li et al. (2025) on direct and indirect effect of ethnic identity, learning motivation and academic achievement for Guangxi province college students. A quantitative approach with explanatory research design was adopted and data was acquired by using a questionnaire survey of 900 students from three regional institutions. The research hypotheses were examined using Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) in the SmartPLS4 software. The results indicate the entire mediating effect of learning motivation between ethnic identification and academic achievement. The results reveal that ethnic identification increases students' learning motivation, which has a positive and significant effect on their academic performance. In contrast, ethnic identification had no direct meaningful effect on academic achievement. The findings highlight the importance of motivation to learn and imply that strengthening ethnic identity may help ethnic minority students to improve their academic performance. In recent years, the topic of minority multicultural viewpoints in curricula has gained a lot of attention. Examining how curriculum material affects students' identity development, classroom placement, and academic performance is crucial because education is being provided to an increasingly diverse student body. In order to provide fair and empowering learning environments for all students, the results of this study are intended to present strong evidence in favor of curriculum reform that includes greater ethnic diversity and cultural relevance (Iweuno et al., 2024). Due to discrimination or insufficient educational resources, minority or indigenous students may face a variety of learning challenges that could have an impact on their academic performance (Buenaflor et al., 2023). The disparities between ethnic groups are lessened in schools that promote inclusivity (Levine et al., 2024).

Also, the economic status of the parents affects students' academic performance (Tahir et al., 2021). Numerous aspects, such as a child's family, their behavior within the family, their socioeconomic situation, how they behave toward their parents, etc., influence their academic success. Richer children receive better grades because they have more educational advantages, more parental support, and are exposed to more stimulating situations (Sengonul, 2022). The study's primary goal is to determine how the children's socioeconomic status affects their psychological well-being and how it relates to their academic performance.

According to the study's findings, most students from low socioeconomic backgrounds entered the workforce early because of their subpar academic performance. Parents from lower socioeconomic backgrounds showed less interest in their children's education, according to research. After completing secondary school, children from low socioeconomic backgrounds are more concerned with finding work than continuing their education (Vadivel et al., 2023). Though school system provides relatively equal learning opportunities, the effect of economic status is mitigated (Faiza & Daud, 2023). During pandemic, a study looked at how family socioeconomic status (SES) affected student and parental involvement in fostering children's academic success. The results showed that, after controlling for previous academic performance and other factors, family SES could predict children's future academic success. Furthermore, the relationship between family SES and children's subsequent academic success was chain-mediated by student and parental engagement (Chen et al., 2024). Sengonul (2022) underscores relationship between children's academic achievement and parental participation was influenced by and mediated by socioeconomic status (SES). Due to their parents' larger cultural capital, children from higher socioeconomic homes were better able to utilize their parents' engagement. However, the educational engagement that parents from lower socioeconomic backgrounds can exhibit is crucial because it lessens or eliminates the disadvantages and academic failure risk that children from low-income and less educated families may face.

Various studies emphasized the connection between motivation of students and academic performance. While extrinsic motivation has a more significant impact on students' performance as they get older, intrinsic drive is favorably correlated with academic success across all age groups. Furthermore, other characteristics also had an impact on the link between academic success and motivation. The impact of both forms of motivation on performance is influenced by both positive and negative mediators and moderators (Liu et al., 2022). Additionally, through the mediation of motivation and self-efficacy, the data also showed that parental supervision and teacher support had an indirect impact on academic performance over time. The parents had the greatest influence on motivation, while the teachers had the greatest influence on self-efficacy. These findings highlight the significance of putting in place measures meant to strengthen teacher support and parental supervision to raise pupils' academic achievement (Affuso et al., 2023). However, Yamin et al., (2021) stated there is no significant correlation between the characteristics of academic motivation and academic performance among students, according to statistical analysis.

Theoretical Framework: This study was anchored on Self-Determination Theory (SDT) of Deci and Ryan's (1985). It explains how student motivation influences student performance in terms of three basic psychological needs for autonomy, competence, and relatedness. When these needs are satisfied, students are more likely to develop intrinsic motivation, a love of learning for its own sake rather than relying on outside rewards or coercion. Academic accomplishment is influenced by a wide range of elements beyond desire, including instruction, knowledge base, and socioeconomic conditions (Wu, 2025). Self-determined students are more likely to set their own learning objectives but also active initiators and decision-makers of learning. Competence makes them confident of success, while being valued by teachers and peers creates a supportive environment for learning. Learners who have shown more intrinsically motivated, they always achieve better in school. In this study, the researcher theorized that the motivations of the learners have something to do with their performance. If the learners are not motivated they are more likely not to attend their classes regularly thus affecting their academic grades.

Figure 1 presents the conceptual framework of the study that displayed the connection between independent and dependent variable. The independent variable of this study is the motivation of the learners that contains five indicators, to wit: *self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation* (Conradty & Bogner, 2022). Meanwhile, the dependent variable was the academic performance of the students in English, Mathematics and Science. It is also conceptualized that the performance of the learners could also be affected by their socio-economic conditions and the ethnicity where they are in. Learners whose parents are not stable financially could hardly go to school thus, performance is limited. Further the culture they have also affects them. There are parents who are less interested to send their children to school. Education is not the priority. In this case the learners are also reluctant to study.

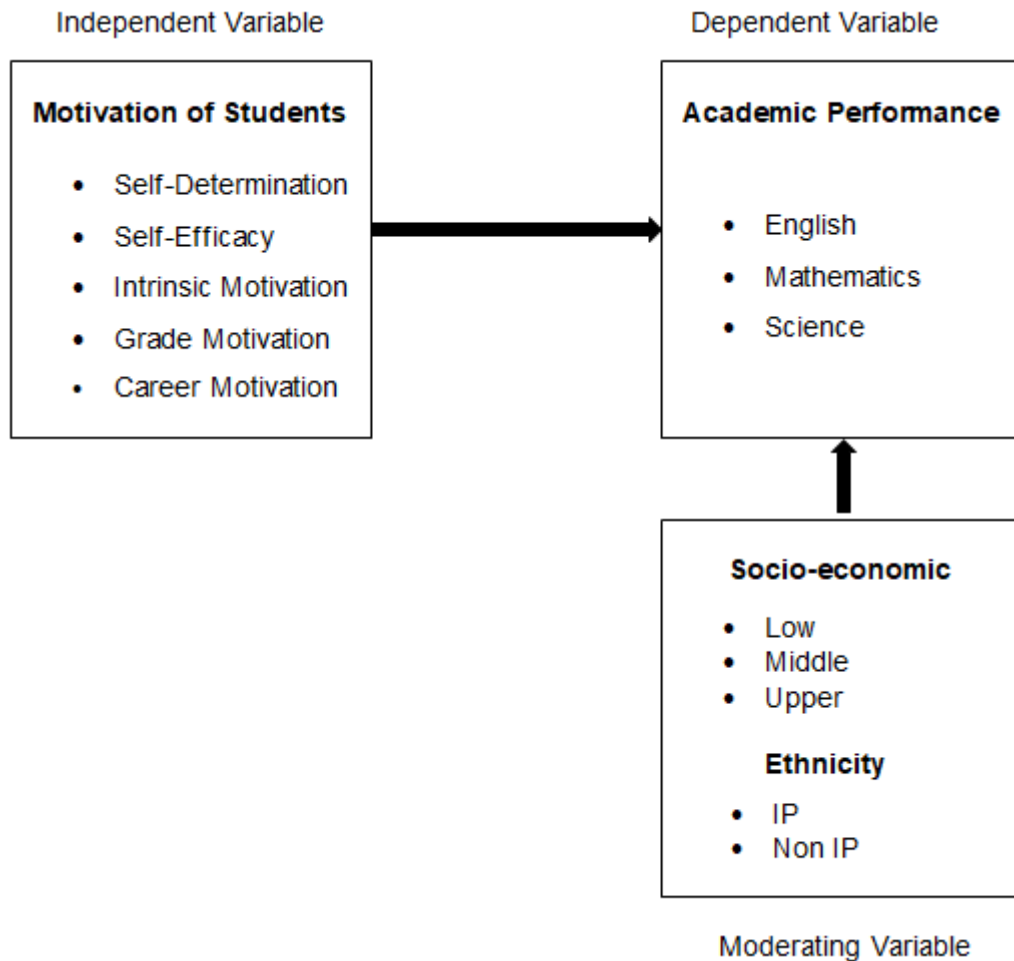


Figure 1 Conceptual Framework of the Study

Statement of the Problem : The main purpose of this study was to determine the influence of motivation of students on academic performance among grade six learners in remote schools of Maragusan East District. Specifically, it aimed to seek answers to the following questions:

1. What is the level of motivation of learners in terms of:
 - 1.1 self-determination,
 - 1.2 self-efficacy,
 - 1.3 intrinsic motivation,
 - 1.4 grade motivation, and
 - 1.5 career motivation?
2. What is the level academic performance of the learners in:
 - 2.1 English,
 - 2.2 Mathematics, and
 - 2.3 Science?
3. Is there a significant relationship between motivation of learners and their academic performance?
4. What domain of motivation of learners significantly influence on their academic performance?
5. Does the academic performance of the learners vary when they are grouped according to economic status?
6. Does the academic performance of the learners vary when they are grouped according to ethnicity?

Null Hypotheses

The hypotheses below are set at 0.05 level of significance.

HO₁ There is no significant relationship between motivation of learners and their academic performance.

HO₂ There is no domain in the motivation of students that significantly influence their academic performance.

HO₃ There is no significant difference in the academic performance of the students when grouped according to economic status.

HO₄ There is no significant difference in the academic performance of the students when grouped according to ethnicity.

Scope and Delimitations of the Study : This study was conducted in the 10 public elementary schools of Maragusan East District, Division of Davao de Oro with 172 Grade 6 learners as the respondents and were enrolled for school year 2025-2026. Further, it aimed to determine whether the motivation of students affects their academic performance in English, Mathematics, and Science and if there was a difference on their performance when they were grouped according to their economic status and ethnicity. The domains under motivation consisted of self-determination, self-efficacy, intrinsic motivation, grade motivation, and career motivation. Moreover, the results of the study were limited only to the response of pupils in terms of their motivation and academic performance.

Significance of Study : The results of this study would serve as a vital input to the following groups of individuals.

Learners. The results of the study would inspire the learners to focus on their studies which could help them to improve their academic performance, offering a practical framework for enhancing academic outcomes through their motivation. Moreover, it helps bridge the gap between motivation of learners and the impact on their academic performance.

Teachers. The results of the study would help teachers to guide the learners to be more interested to engage in the lesson. Better performance of teachers motivates the learners to actively engage with the lesson.

School Administrators. The results of the study would encourage the school administrators to plan for teachers professional development activities that would promote better teaching strategies which in turn would interest the learners.

Department of Education (DepEd) Officials. The results of the study would motivate DepEd officials conducive learning environment where motivation of learners is considered, thereby contributing to the general quality of education in every schools in the country.

Future Researchers. The results of the study would be of help for other researchers to conduct similar study to determine other factors that could contribute or hinder the performance of the learners in the classroom. Other factors may be identified for such. Furthermore, study like this may hold importance as it may shed light on the potential value of the school heads, teachers, and learners about the impact of motivation of learners on academic performance.

Definition of Terms

For the clarity and better understanding of this study, the following terms are operationally defined:

Academic performance. It refers to learners' achievement in their academic pursuit measured in test scores in English, Mathematics and Science.

Career motivation. It refers to learners' recognition of the importance of learning as preparation for their future careers and life goals.

Ethnicity. It refers to a group of people who share a common cultural background.

Grade motivation. It refers to the extent to which learners recognize the importance of obtaining good grades as a measure of their academic success.

Intrinsic motivation. It refers to the internal desire and interest to learn and actively participate in classroom activities.

Motivation. It refers to self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation.

Self-determination. It refers to how the learners spends a lot of time studying and preparing school works to learn.

Self-efficacy. It refers to how learners' confidence in their ability to perform well and achieved good grades.

Socio-economic status. It refers to the condition of the individuals that is described as well-off in terms of income, education, occupation, and wealth.

II. METHODS

This chapter presents the research design, research locale, respondents of the study, research procedures, research instrument, validation of the instrument, statistical tools, and ethical considerations.

Research Design : In this study, the researcher used the descriptive, quantitative non-experimental research design employing correlational techniques and regression analysis. The researcher needs to consider possible alternative explanations, to gather legitimate answers to the research questions, to determine the relationship of the variables which best influences with corresponding theories, to jointly analyze several variables, and to present conclusions without making definitive causal statements. This includes published studies that were incorporated into the discussion to facilitate understanding (Creswell & Creswell 2017). Non-experimental research designs are descriptive and correlation (Johnson, 2001). In addition, by using this method, the researcher cannot control or manipulate the variables either because the variables already occurred or because it is not possible for these to be controlled. Non-experimental quantitative research is an important area of research for educators because there are so many important but non-manipulable independent variables needing further study in the field of education (Johnson, 2001). The research design is appropriate for this study since it will determine the level, relationship, and influence of motivation of learners on the academic performance among Grade 6 in remote public elementary schools of Maragusan East District.

Research Locale : This study was conducted in the Municipality of Maragusan, Davao de Oro. It is bounded in the north by New Bataan; south is Pantukan; east is Davao Oriental; and in the west are Maco and Mabini. It has twenty-four (24) barangays. Its original name is San Mariano and its population is diverse of which the Mansaka tribe is the majority among other ethnic groups. It is known as "Little Baguio" because of its temperature. The terrain is rugged and mountainous and gifted with beautiful green sceneries. Because of its cold climate different variety of plants abound the whole municipality and agriculture is the chief livelihood of the people. It is one of the major suppliers of fruits like bananas and vegetables within and outside of the province of Davao de Oro. The place has produced the sweetest banana ever and it is also known not only in Davao de Oro Province but also in the region because of its very rare species of a flower which has the largest petals. The Mansaka people were the original settlers of the place before the arrival of the majority. Today these people occupy the highest population among the ethnic tribes whereas the Mandaya tribe ranks second. Bahi Elementary School has 9 teachers having ruled by a Teacher In-Charge. The school is in Bahi, a barangay in the municipality with a population of 1,112. This represents 1.73% of the total population of Maragusan. Next, Caragan Elementary School is a medium school that has 10 teachers administered by a School Principal I. The school is in Langgawisan, a barangay in the municipality of Maragusan with a population of 3,019. This represents 4.69% of the total population of Maragusan.

Furthermore, Kaluyapi Elementary School is a small school having six teachers who were instructed by a Teacher In-Charge. The school is located at Barangay Langgawisan. Moreover, Katipunan Integrated School is a medium school having 19 teachers administered by Head Teacher I. Katipunan is a barangay in the municipality of Maragusan with a population of 1,662. This represented 2.58% of the total population of Maragusan. Subsequently, New Manay Elementary School is a small school with nine teachers headed by Head Teacher I. New Manay is a barangay in the municipality of Maragusan. Its population was 1,044. This represents 1.62% of the total population of Maragusan. New Negros Elementary School is also a small school with four teachers with a teacher in charge. The school is located in Katipunan which is considered as an agricultural barangay. Additionally, Paloc Elementary School is a medium school with 13 faculty members and administered by a School Principal I. Paloc is a barangay in the municipality with its population of 1,876. The total number of inhabitants of this barangay contributes for about 2.91% of the total population of Maragusan. Sapawan Elementary School is another small school with six faculty members with a Teacher In-Charge who serves as the head of the school. Lastly, Tandik Elementary School is also a small school with six teachers with a teacher in charge. Tandik is a barangay in the municipality of Maragusan. Its population was 754. This

represented 1.17% of the total population of Maragusan. Tuburan Elementary School is a small school having 9 teachers headed by a Teacher In-Charge.

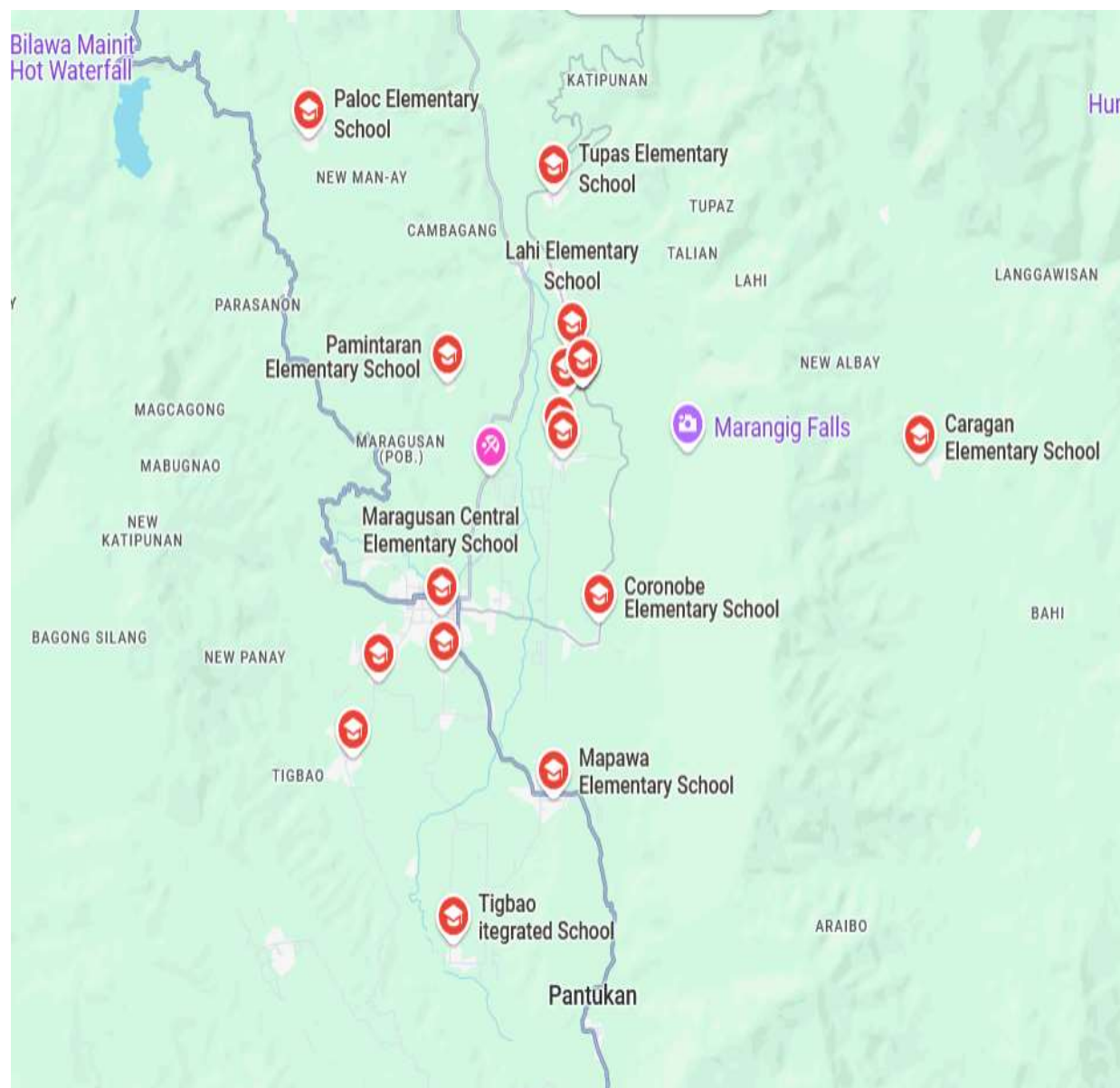


Figure 2 Location Map of the Respondent Schools in Maragusan

Respondents of the Study : The respondents of this study were the 172 Grade 6 learners from the 10 public elementary schools in Maragusan East District. These respondents were chosen through the use of universal sampling method. Table 1 shows the number of respondents per school.

Table 1
The Distribution of Respondents

School	Population of Grade VI
Bahi Elementary School	17
Cambagang Elementary School	26

Caragan Elementary School	43
Kaluyapi Elementary School	12
Katipunan Integrated School	31
New Manay Elementary School	21
New Negros Elementary School	5
Sapawan Elementary School	5
Tandik Elementary School	8
Tuburan Elementary School	4
Total	172

Research Instrument : This study used an adapted research questionnaire in gathering the needed data that underwent modification to fit in the purpose of the research. The questionnaire was translated to the local dialect to ensure full understanding and appropriate responses. The first survey instrument was on the motivation of learners which was taken from work of Conradt and Bogner (2022) that contains five indicators, self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation. The survey questionnaire consists of 20 items distributed among five domains. Using the Likert Scale, 5 is the highest and 1 is the lowest.

To measure the level of motivation of students the following parameter limits were used:

Range of Means	Descriptive Level	Interpretation
4.50 – 5.00	Very High	This means that the motivation of students is always observed.
3.50 – 4.49	High	This means that motivation of students is oftentimes manifested.
2.50 – 3.49	Moderate	This means that motivation of students is sometimes manifested.
1.50 – 2.49	Low	This means that the motivation of students is seldom manifested.
1.00 – 1.49	Very Low	This means that motivation of students is rarely or never manifested.

On the other hand, the questionnaire for academic performance was made by the researcher. Each subject contained 10 items multiple choice questions. To measure the Academic performance, the following parameter limits were used:

Range of Means	Descriptive Level	Interpretation
9 – 10	Very High	Outstanding
7 – 8	High	Very Satisfactory

5 – 6	Moderate	Satisfactory
3 – 4	Low	Fairly Satisfactory
0 – 2	Very Low	Poor

Validation of the Instrument : The instruments that was used in this study came from published sources that undergone validation. Further, the modified questionnaire underwent pilot testing to 40 students, who were not the respondents of the study but having the same attributes to determine the Cronbach Alpha or the reliability of the questionnaires. In addition, the questionnaire also underwent content validation by a panel of experts and external validators of the same field.

Research Procedures : In the administration of this research study, the researcher secured ethics certification from the Ethics Review Committee of the Assumption College of Nabunturan. After which the researcher asked an official endorsement letter from the dean of the graduate school. Together with this endorsement letter was the personal letter of the researcher for the Schools Division Superintendent of Davao de Oro for approval to conduct this study. When the letter was approved, the researcher furnished a copy to the School Head/Principal of the school where the study was conducted and secured parental consent from parent/legal guardian of the respondents. When the request was granted, the researcher administered the survey questionnaire to the target respondents personally. Prior to the answering of questionnaires, instructions were given to ensure honest, clear, and complete answer. The consolidated data will be submitted to the statistician for appropriate statistical treatment. Lastly, the researcher analyzed and interpreted the results based on the statement of the problems.

Statistical Treatment of Data : The responses to the items in the research questionnaire were analyzed and interpreted using the appropriate statistical tool as follows.

Mean. This tool was used to determine the level of motivation of students and academic performance of Grade 6 learners in remote public elementary schools of Maragusan East District.

Pearson-r or Product Moment Correlation. This test was used to determine the significant relationship between motivation of students and academic performance of Grade 6 learners.

Linear Regression Analysis. This was utilized to find out the effect of the level motivation of students on the academic performance Grade 6 learners.

ANOVA (Analysis of Variance) was used to test whether there were significant differences among the academic performance of three levels of socio-economic status of Grade 6 learners. .

Independent Samples t-Test was used to determine whether there is a significant difference on the academic performance between the ethnic and non-ethnic groups of Grade 6 learners.

Ethical Considerations : Ethical consideration presents the beliefs and concepts that should be maintained throughout the study. With this, the researcher will ensure that the ethical standards were strictly followed throughout the study addressing the areas that follow (Bhashin, 2020),

Social Value. This research was done to determine the significant relationship between motivation of students and academic performance among Grade 6 students in public elementary schools of Maragusan East District. This study aimed to answer the following questions: What is the level of motivation of students and academic performance? Also, what domain of motivation of students significantly predicts academic performance? Does the motivation of students significantly predict academic performance by moderated by socio economic status and ethnicity? The results will be shared with the institution and will be published in the online journal, so other related researchers can make use of it as a reference.

Informed Consent. The researcher distributed informed consent forms (ICF) to the identified respondents. The researcher disclosed the essential information such as the name and affiliation of the researcher. It was also emphasized that the participation of the respondents was purely voluntary, and they are free to withdraw

anytime they feel any discomfort. The purpose of the study was also explained, along with the procedures that were carried out for the study.

Vulnerability of the Research Participants. The researcher explained the entire process and was also emphasized that the participants had the freedom to opt out of the interview if they experienced any discomfort and it did not affect them in any aspect.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's participation in the study. The in-depth interview was done during the most convenient time and place for the participants and any expenses incurred by them for the researcher would reimburse these expenses.

Privacy and Confidentiality of Information. The researcher made sure that the respondent's personal information, identity, and data gathered were kept confidential and secured to ensure that the Data Privacy Act of 2012 was being followed. The data collected and the files were transferred to a google drive, which only the researcher can access.

Justice. The research participants were chosen based on the inclusion criteria: must be a grade 6 learner studied within Maragusan East District. They can be of any gender. While those in other grade levels were excluded as respondents. In any case that research respondents might incur their expenses during the conduct of the interview, the researcher would reimburse them.

Transparency. To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research respondents were given a copy of the transcript of their answers to verify the reliability and validity of the data gathered.

III. RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented in accordance with the research questions outlined in chapter one.

Levels of Motivation of Students : This section presents the result for the first statement of the problems the examines the level of learning behavior among ALS learners in terms of self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation.

Self-determination. Shown in Table 2 is the self-determination level of the learners.

Table 2
Self-Determination of Learners

Indicator	Mean	Description
I spend a lot of time studying.	3.31	High
I am preparing well for school assignments and projects.	3.62	High
I am studying hard.	4.01	High
I am trying hard enough to learn.	4.32	Very High
I use strategies that enable me to learn well.	4.49	Very High
Overall Mean	3.95	High

It has an overall mean of 3.95 described as high. Among the indicators, the highest mean obtained in the statement “I use strategies that enable me to learn well” which is 4.49 Interpreted as very high. The lowest mean of 3.31 is obtained in the statement, “I spend a lot of time studying” which is described as high.

Self-efficacy. Presented in Table 3 is the level of self-efficacy of the learners.

Table 3
Self-Efficacy

Indicator	Mean	Description
I am confident that I will do well on reviews.	2.96	Very High
I think I can get very good grades.	3.41	High
I believe that I can master the content and practical requirements in class.	3.41	High
I am confident that I will do well in performance tasks, projects or presentations.	3.64	High
Overall Mean	3.34	High

It exhibited an overall mean of 3.34 or high. This divulged the highest mean in the statement “I am confident that I will do well in performance tasks, projects or presentations” which is 3.64, described as high. While the lowest mean of 2.96 in the statement “I am confident that I will do well on reviews.” described as high.

Intrinsic Motivation. Presented in Table 4 is the level of intrinsic motivation of the learners.

Table 4
Intrinsic Motivation

Indicator	Mean	Description
Learning makes sense in my life.	4.54	Very High
Learning is interesting.	4.54	Very High
I like to learn.	4.64	Very High
Overall	4.58	Very High

The result displayed an overall mean of 4.58 described as high. All indicators received very high mean. It revealed the highest mean is the statement “I like to learn” which garnered 4.64 labeled as very high. The lowest mean is obtained in the statement “Learning makes sense in my life” and “Learning is interesting” that both got a 4.54 described as very high.

Grade Motivation. It is shown in Table 5 the level of the grade motivation of the learners.

Table 5
Grade Motivation

Indicator	Mean	Description
Good grades are important to me.	4.31	Very High
Good assessments in performance tasks are important to me.	3.94	High
I am thinking about what grade I will get on a test.	4.03	High
Overall Mean	4.09	High

The result displayed an overall mean of 4.09 described as high. Among the three pointers, it revealed the highest mean is the statement “Good grades are important to me.” which garnered 4.31 labeled as very high. The lowest

mean is obtained in the statement “Good assessments in performance tasks are important to me.” that got a 3.94 described as high.

Career Motivation. Table 6 shows the level of career motivation of the learners.

Table 6
Career Motivation

Indicator	Mean	Description
Learning well at school will be an advantage for me in my professional career in the future	4.31	Very High
Good general knowledge will be an advantage in my professional career.	3.94	High
Learning for school will help me get a good job.	4.31	Very High
I will need my problem-solving ability in my professional career in the future.	3.94	High
The learning material at school is important for my life.	4.03	High
Overall Mean	4.09	High

The result shows an overall mean of 4.09 or high. Among the five indicators, it revealed the highest mean is the statement “Learning well at school will be an advantage for me in my professional career in the future” and “Learning for school will help me get a good job” which both garnered a mean of 4.31 described as very high. The lowest mean is obtained in the statement “Good general knowledge will be an advantage in my professional career” and “I will need my problem-solving ability in my professional career in the future that got the same rating of 3.94 described as high.

Table 7 shows the summary of the five levels of motivation of the learners: self-determination, self-efficacy, intrinsic motivation, grade motivation, and career motivation.

Table 7
Summary of the Levels of the Domains of
Motivation of Learners

Indicator	Mean Rating	Descriptive Equivalent
Self-determination	3.95	High
Self-efficacy	3.34	High
Intrinsic motivation	4.58	Very High
Grade motivation	4.09	High
Career motivation	4.16	High
Overall Mean	4.02	High

Shown in Table 7 is the level of motivation of the learners. The overall mean obtained is 4.02 which is described as high. This means that motivation of the learners is always manifested. Specifically, the mean ratings of the indicators are displayed from highest to lowest: intrinsic motivation has a mean rating of 4.58 or very high; career motivation, 4.16 described as high; grade motivation, 4.09 or high; self-determination has a mean score of 3.95 and lastly, self-efficacy has mean rating of 3.34 described as high.

Levels of Academic Performance : Shown in Table 8 is the academic performance of the learners in English, Mathematics and Science.

Table 8
Academic Performance

Subject	Mean	Interpretation
English	4.74	Satisfactory
Mathematics	3.53	Fairly Satisfactory
Science	3.55	Fairly Satisfactory
Average	3.94	Fairly Satisfactory

Table 8 presents the mean scores, descriptive levels, and interpretations of academic competence across subjects. In English, the mean score is 4.74, described as moderate with an interpretation of satisfactory. Mathematics has a mean score of 3.53, described as low with an interpretation of fairly satisfactory, while Science obtained a mean score of 3.55, also described as low and interpreted as fairly satisfactory. The overall average mean score is 3.94, with a descriptive level of low and an interpretation of fairly satisfactory.

Relationship between Motivations of the learners and academic performance

Table 9 below presents the correlation between motivation of the learners and their academic performance.

Table 9
Correlations

Motivation of Students		English	Math	Science	Ave. AcadPer
Self-Determination	Pearson Correlation	0.149	0.057	0.087	0.128
	Sig. (2-tailed)	0.064	0.481	0.279	0.112
Self-Efficacy	Pearson Correlation	.226**	0.098	0.100	.188*
	Sig. (2-tailed)	0.005	0.224	0.217	0.019
Intrinsic Motivation	Pearson Correlation	.292**	-0.003	0.093	.168*
	Sig. (2-tailed)	0.000	0.966	0.249	0.036
Grade Motivation	Pearson Correlation	.169*	0.099	.162*	.184*
	Sig. (2-tailed)	0.035	0.218	0.043	0.021
Career Motivation	Pearson Correlation	.174*	-0.020	0.138	0.121
	Sig. (2-tailed)	0.030	0.801	0.086	0.133
Overall	Pearson Correlation	.222**	0.016	0.139	.161*
	Sig. (2-tailed)	0.005	0.847	0.084	0.045

Table 9 shows the results of the test of the relationship between motivation of students and academic performance. The overall r value of .161 and a p value less than 0.05. This means that there is a significant, however very low correlation between motivation of students and academic performance among grade six students in ten remote public elementary schools of Maragusan East District. Specifically, self-efficacy manifested correlation with the academic performance of students with r value of .188 and a p value less than .05, hence it significant. Also, intrinsic motivation displayed low association on academic performance having a r value of .168 with a p value of less than .05, thus significant. Finally, grade motivation exhibited r value .184 with a p value less than .05, therefore significant.

Influence of Motivation of Students on Academic Performance

Table 10
Influence of Motivation of Students on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.215 ^a	0.046	0.014	3.66162

a. Predictors: (Constant), self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	97.212	5	19.442	1.450	.210 ^p
Residual	2011.114	150	13.407		
Total	2108.327	155			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), self-determination, self-efficacy, intrinsic motivation, grade motivation and career motivation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	6.730	2.258		2.980	0.003
Self-Determination	-0.042	0.523	-0.008	-0.079	0.937
Self-Efficacy	0.408	0.663	0.077	0.615	0.540
Intrinsic Motivation	0.610	0.693	0.105	0.881	0.380
Grade Motivation	0.438	0.529	0.104	0.828	0.409
Career Motivation	-0.166	0.543	-0.033	-0.306	0.760

a. Dependent Variable: Academic Performance

The result of the analysis showed that the motivation of students is statistically not significant predictors of the academic performance among Grade 6 in 10 remote public elementary schools of Maragusan East District as to computed R squared value of .046 and p value of .210. This means that only 4.6 percent the variance in academic performance can be explained by every unit increased in motivation of students that seems to be not significant at all. The data showed that among five domains of motivation of students none of them manifested influence on academic performance among Grade 6 in 10 remote public elementary schools of Maragusan East District.

Significant Difference

Table 11
Analysis of Variance (ANOVA) of Academic Performance
with the Economic Status of the Respondents

Cases	Sum of Squares	df	Mean Square	F	p
Economic Status	8.784	1	8.784	0.644	0.423
Residual	2099.543	154	13.633		

Note. Type III Sum of Squares

Table 11 presents the Analysis of Variance (ANOVA) of academic performance in relation to the economic status of the respondents. The economic status variable has a sum of squares of 8.784 with 1 degree of freedom and a mean square of 8.784, yielding an F-value of 0.644 and a p-value of 0.423. The residual has a sum of squares of 2099.543 with 154 degrees of freedom and a mean square of 13.633. Hence, there is no significant difference in academic performance among the three economic statuses.

Table 12
Independent Samples T-Test of Academic Performance
When Respondents are Grouped According to Ethnicity

	t	df	p
Academic Performance	0.121	154.0	0.903

Note. Student's t-test.

Table 12 presents the results of the independent samples t-test of academic performance when respondents are grouped according to ethnicity. The computed t-value is 0.121 with 154.0 degrees of freedom and a p-value of 0.903. It implied that there is no significant difference in academic performance between ethnic and non-ethnic students.

IV. DISCUSSION AND CONCLUSION

This chapter presents the discussions of the results, conclusions and recommendations of the study.

Discussions : The discussions below are presented based on the statement of the problem that is presented in Chapter 1.

Level of Motivation of Students. The findings revealed that motivation is relatively high among students. This indicates that motivation is present in all the activities conducted by the students. Accordingly, motivation is essential, as it contributes greatly to success in any activity, especially in learning, by directing and sustaining behavior (Abzhanova et al. 2025; Rachmad, 2022). The indicator intrinsic motivation is ranked highest among the variables, implying that the learners were motivated by the internal desires and the interests of learning itself. This reinforces the importance of providing the learners with an environment for their learning. Further, the learners were highly career-motivated and grade-motivated which means that the students aspire regarding their futures and are striving for success academically (Masinga, 2025). Moreover, self-determination and self-efficacy are the two highest-ranked variables. This shows that although the participants are motivated, more focus should be given to their self-belief and independence. Self-belief and independence are essential to resilience and academic success. Similarly, Andayani (2026) has highlighted the importance of self-efficacy.

Level of Academic Performance. The results showed that students have different levels of competence based on their achievement in each subject, with an average score indicating moderately good competence. The highest mean score in English. The learners have a relatively higher level of competence in linguistic skills such as reading. The second-highest mean score is in Mathematics and Science is the last. This aligns with previous

studies showing that students excel in language-based subjects more than in Mathematics and Science (OECD, 2019; Dieker et al., 2022). Furthermore, a lower level of academic competence indicates that interventions are needed to increase students' academic competence and, consequently, their academic performance in mathematics and science. Better instruction differentiated learning approaches, and increased student participation in the learning of these two subjects could improve students' academic competence. The result aligns with the explanation of Somba and Otieno (2022) and Ahmed et al., (2024) that teaching has a significant impact on academic performance, as does the availability of learning materials and students' involvement in the process, especially in more complex subjects.

Correlation Between Measures. The results showed a statistically significant but very weak correlation between the motivation of the students and their academic performances in the school. In other words, while there is an undeniable link between the two variables in question, the fact remains that motivation plays a role in performance but only to a negligible degree. Indeed, this conclusion corroborates previous studies that state that factors affecting academic achievement include much more than just motivation, such as knowledge base, instruction, and socio-economic circumstances (Yang & Wang, 2022; Wu, 2025). The fact that schools operate remotely may also contribute to this correlation, as there are additional limitations (Leech et al., 2022).

At the indicator level, self-efficacy, intrinsic motivation, and grade motivation showed positive but relatively weak relationships with students' academic success. Such findings are consistent with existing literature on the subject, which shows that the two motivational factors mentioned above are indeed among the key predictors of academic achievement, although such relationships are conditional on contextual factors (Diaconu-Gherasim et al., 2022). On the other hand, other empirical studies suggest that the influence of both types of motivation may be significantly increased through effective instruction and learning environments, and thus low levels of correlation may simply be a consequence of specific contexts (Havidz & Mujakiah, 2023).

The influence of Motivation of Students on Academic Performance. The results implied that motivation was not a significant predictor of academic performance on the variation in students' academic performance explained by a unit increase in motivation. This means that motivation cannot account for the academic success of Grade 6 learners in public elementary schools in isolated areas that contradict with the assertion of Mahdavi et al. (2023). The findings are in line with previous studies that show academic performance is affected by many factors beyond motivation, such as the quality of teaching, socio-economic status, and access to learning materials (Tshisikhawe & Ramatswi, 2025). In remote areas, limitations, such as a lack of proper facilities, limited learning resources, and less academic support, can reduce the impact of motivation on academic success (Chitondo, 2022).

Moreover, the lack of significance in the effect of the five motivational domains on academic achievement suggests that even specific concepts such as self-efficacy and intrinsic motivation might fail to work effectively in isolation. Despite this seeming contradiction to traditional theories of motivation, which hold that motivation is the key driver of learning, studies from some quarters indicate that motivational forces often depend on many environmental conditions (Liaquat et al., 2024). However, findings from other studies indicate that motivation may significantly impact achievement when appropriate learning approaches and environments are available (Cayubit, 2022).

Significant Differences. On one hand, the findings show that there is no statistically significant effect on the performance of students because of economic status. The implication of this finding suggests that regardless of the economic status of the learners, they all perform at an equivalent level. The factors that seem to have more of an effect on the academic performance of these students do not include economic status. This supports the previous literature that, in cases where the school system provides relatively equal learning opportunities, the effect of economic status is mitigated (Faiza & Daud, 2023). However, these findings ran counter to extensive research on the role of socio-economic status in predicting academic performance. Multiple scholarly studies have shown that children from richer families have greater educational advantages, more parental support, and are exposed to more stimulating environments, resulting in better grades (Sengonul, 2022; OECD, 2019). Thus, in this case, the insignificance of the findings is probably due to other factors, such as the socio-economic similarity of all the respondents in the study or school initiatives that help offset such disparities. In this sense, while socio-economic status plays an important role in academic success in general, it might lose significance when other factors come into play. On the other hand, the results showed further that there is no statistical difference in the academic achievements of ethnic and non-ethnic students hence, ethnicity does not appear to be a factor in determining academic achievement in the study area.

This may be due to a fair academic environment in which the teaching process is unbiased towards any student group. It could be due to an environment where learning processes are equitable for both ethnic and non-ethnic students. This aligns with earlier studies showing that a school environment that encourages inclusiveness reduces disparities among ethnic groups (Killen & Rutland, 2022; Levine et al., 2024). However, the result differs considerably from many scholarly studies that point to ethnicity as a crucial factor in explaining the gap in academic performance, attributing it to sociocultural capital, linguistic factors, and access to quality education. Some studies indicate that minority or indigenous learners might encounter numerous difficulties in their learning process that could affect their academic performance due to discrimination or inadequate educational provision (Buenafior et al., 2023; OECD, 2019). Thus, the insignificance of the difference noted in this study can be attributed to the circumstances associated with the process, namely a homogeneous culture or highly favorable school systems.

Conclusion : Based on the results of the study, it can be concluded that the learners have a relatively high degree of motivation, which implies that they exhibit motivation in all their learning behaviors and that motivation has a crucial role in maintaining their learning engagements. The results indicate intrinsic motivation as the highest source of motivation, revealing that the learners are motivated mainly by personal interests and pleasure derived from the learning process, as well as career and grade motivations, demonstrating their aspirations for future success and academic excellence. Nevertheless, since self-determination and self-efficacy received low marks, it is necessary to increase students' self-reliance and independence. Therefore, even though motivation is evident among students, it is necessary to boost students' self-confidence and independence. The learners exhibit satisfactory academic competence. Furthermore, the results provide evidence against the null hypothesis that states there is no correlation between motivation and academic performance since a statistically significant correlation was found. The correlation, however, is very weak, and this means that although motivation correlates academic performance, its connection is small. Thus, other variables, including the quality of instruction, background knowledge, and socio-economic status, are likely to play a greater role in learners' achievement at distance schools. Subsequently, these results confirmed the null hypothesis that there is no domain of motivation among students that affects the academic performance. The results show that motivation does not have a significant predictive ability on academic performance. Academic success in this environment appears to be determined by factors beyond motivation. The performance of the learners is almost equal despite differences in socio-economic status, suggesting that the socio-economic status plays a negligible role in the academic performance of the learners.

Recommendations : Considering the results of the research findings, the researcher offers the following recommendations:

1. For the officials in the Department of Education to reinforce policy formulations that go beyond fostering learners' motivation by considering improvements to teaching methods, with a special emphasis on Mathematics and Science lessons. This could include developing interventions, training teachers to teach analytically and to develop problem-solving skills, and channeling funds to improve facilities in remote learning institutions. Besides, efforts to nurture self-reliance among learners, such as the introduction of learner-centered programs and assessment methods, should be embraced, since the ability to motivate learners can only predict success to some extent.
2. For the school administrators to ensure the implementation of programs in the school levels that will help develop both motivation levels and academic skills of the pupils, especially in Mathematics and Science. The school leaders may extend assistance teachers with supervision, mentoring, and developing teachers' capacity to use new instructional methods. Moreover, they may encourage the development of self-confidence and independence among learners by fostering self-regulation and monitoring learners' performance.
3. For the teachers to use a variety of learner-focused techniques to foster problem-solving and critical thinking among learners in challenging subjects. While fostering and maintaining their motivation, teachers shall empower learners with self-efficacy by practicing activities that enable them to learn independently. Teachers shall also need to consider other important factors, such as learners' prior knowledge and the environment surrounding the learners.
4. For the learners to adopt an active attitude towards their studies by instilling qualities such as discipline, self-confidence, and independent learning. They need to enhance their competencies in difficult subjects like

Mathematics and Science without losing their innate motivation. Regular practice, helping themselves when necessary, and deepening their learning will help them overcome the challenges and achieve good results.

5. For the researchers to conduct future researches exploring additional variables, including examining the roles of other factors that may affect performance, such as the quality of teaching, availability of educational resources, parental involvement, and cognitive abilities, when analyzing students enrolled in remote schools. In addition, a mixed-methods approach and longitudinal research designs can be used to examine the interaction between these factors over time. Some other research topics include exploring ways to increase self-efficacy and independence.

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