
Relationship between Learning Motivations and Academic Performance of Selected Grade 6 Pupils: Input for Intervention Plan

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Abstract — This research aims to identify the relationship between learning motivation and academic performance of the chosen Grade VI pupils of Porac East District, Division of Pampanga for SY 2024-2025. This study employed a quantitative approach, particularly a descriptive-correlational research design. The respondents of this study were the public elementary grade 6 teachers and students. The results showed that Grade 6 students possess high levels of intrinsic and extrinsic motivations since their grand mean scores were high, 4.39, 4.25, 4.39, 4.28 respectively. However, respondents did not score differently for intrinsic motivations; $t=1.89$, $p=.061$. Respondents scored differently for extrinsic motivations; $t=2.11$, $p=.0036$. 33.80% of the pupils achieved a very satisfactory performance, as evidenced by grade averages of 85-89. Meanwhile, 32.39% of the pupils were rated as having satisfactory performance, with a grade average of 80-84. There was a sensible positive association between intrinsic motivation and academic performance. Likewise, there was a positive relationship between extrinsic motivation and academic performance. The Project AIM (Advancing Intrinsic and Extrinsic Motivation) intervention plan was intended to influence the lowest weighted mean indicators derived from the sixth-grade students' motivation survey.

Keywords: Motivation, Performance, Intervention Plan, Learning

I. INTRODUCTION

Each student who enters the classroom brings their own hopes and excitement for learning. On the other hand, certain children require guidance and support to participate in the lesson. The disparity is often linked with their learning motivation levels. This includes the inner and outer factors that inspire them to study and accomplish the learning tasks at school. The strongest force that drives children to learn is motivation. This helps the learners be more focused and determined in reaching their goals.

The two types of motivation for learning are intrinsic and extrinsic. Intrinsic motivation comes from within the learners because they simply enjoy learning or feel satisfied whenever they discover or understand something new. Extrinsic motivation is influenced by the environment that will provide reinforcement to the student in the form of marks and recognition from parents and teacher. The two motivations are of importance so that a student stays involved and attentive during his or her classes.

Academic achievement, however, indicates how well the students have achieved the learning competencies defined in the curriculum. This is often measured through written works, performance tasks, and quarterly assessments through formative and summative assessments. When the children are motivated, they work harder in the classroom and are more ready to face the problems which stand in their way. Children without motivation have less interest and achieve lower results in schoolwork.

In the midst of these realities, teachers hold a vital responsibility in the fostering of a positive and motivational environment that values the self worth of each learner. It has been one of the main concerns of the Department of Education in the local setting to raise the level of students' motivation in learning. As with the Revised K-12 curriculum based programs, the department aims at advocating learning-centered approach and positive practices. Despite these efforts, still many teachers face students who are either not participating in the class or not enthusiastic about it, causing their grades to go down.

The interpretation of motivation's effect on Grade 6 performance might offer insights in designing active learning and achievement strategies. Motivation is even more critical for the

Grade 6 students who will soon end elementary school because it determines the extent of their preparations for junior high. Motivating a child to learning is not only for his development of cognition, but also for his development of character. Motivated students can push through with any problem in their studies.

If students become truly engaged and interested in an area, they will more likely remember and retain the information in the long term. It could be argued that extrinsic motivators, aimed at achievement through grades and the external environment, can be linked to a higher academic performance, yet it is uncertain whether such motivation will facilitate greater subject involvement.

According to Lo et al. (2022), students' level of motivation is a crucial factor in determining their engagement, performance, and achievement across various educational contexts. This is a reference to the internal and environmental variables that motivate an individual to engage in physical activity or participate in activities that promote learning, remain steadfast in the face of adversity, and strive for academic achievement (Schunk & DiBenedetto, 2020).

According to Borah (2021), motivation is a process that involves the internal energies of a learner being directed toward various goal-oriented objects present in their surroundings. It is possible for someone to have a high level of motivation for one project while demonstrating a lack of enthusiasm for another attempt.

Based on this, it can be inferred that when people are driven, they will make relentless efforts to achieve their goals. According to Lin's (2017) findings, learning motivation has a significant and positive influence on learning outcomes, and it also significantly enhances learning gains within those outcomes. The self-determination theory (SDT) and the expectancy-value theory (EVT) are two theories explaining the complex nature of learning motivation.

The SDT was proposed by Deci and Ryan (2000) and primarily addresses the role of the three basic psychological needs and their effects on the individual's intrinsic motivation, self-regulation and emotional well-being. The SDT was established in 2000. The three (3) fundamental psychological needs, as described by SDT, are summarized in the following

paragraphs inevitably describe autonomy, they are referring to the need to feel like they have a choice, the desire to have a sense of freedom and independence, and the need to experience them. When individuals have a sense of autonomy, they perceive their activities as being affected by their own decisions, which are a reflection of their beliefs and interests.

In SDT, competence has been defined as the requirement that an individual must experience the feeling of being capable, effective, and competent at whatever they do. This experience is necessary for the individual to be considered competent. When individuals are given chances to demonstrate competences, competences are defined as individuals' believed capability in pursuing their goal and overcoming difficulties. According to Wang (2022), more and more recent studies have paid much attention to competences, for the reason that competence could enhance motivations, construct helping settings, and finally improve personal well-being.

According to Self-Determination Theory (SDT), 'relatedness' can be defined as the experience of having constructive relationships with others and of belonging and having connection with others. The higher the degree to which an individual experiences a connection with another person, the more they will experience relatedness with others, which will result in well-being and social adjustment. A recent study has demonstrated that relatedness has a positive impact on well-being, motivation, and social interactions (Wang et al., 2019).

For example, studies have looked at how relatedness promotes well-being in prosocial behavior for both the helper and the recipient, the impact of relatedness on supportive environments on motivation and well-being across cultures, and the relationship between relatedness and students' motivation in specific academic subjects (Davis, 2022).

The Expectancy-Value Theory (EVT) is a psychological theory that explains people's motivations and decision-making processes. According to EVT, two factors drive motivation: individuals' expectations of success (expectancy) and the subjective value they assign to a job or goal. Individuals are more likely to engage in and stick with activities if they feel they can achieve and find them personally relevant or intriguing.

This theory emphasizes the interaction between people's views about their talents and the perceived worth of the job or objective. To understand how motivation and decision-making are

impacted, EVT has been widely applied in various areas, including education, job choices, and health habits.

Motivational Factors

Intrinsic motivation refers to the act of doing something as a result of the fact that it brings happiness or a sense of success to the individual, rather than because it will be beneficial to them in any way. It is driven by internal forces, such as curiosity, skill, and personal values. People are said to have an intrinsic drive when they are in a state of flow, which is a state of being fully involved in what they are doing and experiencing pleasure. This is the situation in which there is freedom and choice in their behavior. The benefit of long term outcome is the improvement in creativity and perseverance and their well-being. To create a motivation within themselves, there must be autonomy, competence and curiosity (Cherry, 2023).

The results of Oclaret (2021) proved that a student's intrinsic motivation level plays an important part in academic success evidenced by the student's end-of-year grades. Extrinsic motivation is the behavior driven by external factors, external rewards, or penalties such as receiving financial rewards or social praise. It is more concerned with getting external objectives than with internal delight or interest. Extrinsic motivation has been extensively studied in various contexts, including professional performance, children's learning, and sports (Cherry, 2023). These studies underline the necessity of balancing extrinsic and internal motivators, as well as autonomous support (Legault, 2016)

Academic Performance

Maqableh et al. (2023) define academic performance as pupils' academic abilities. It uses objective indicators, such as final course grades and GPA, to evaluate students across various academic topics.

Intrinsic motivation, is the act of completing something because you personally enjoy it or you achieve satisfaction from completing the activity. Richardson et al. (2016) explored the academic success of university students and its psychological correlates. The research found a correlation between academic success and factors such as self-efficacy, motivation, and learning methods. satisfaction, not because it will be of any assistance to them in any manner. The review also emphasized the need for further research on the complex effects of these psychological elements on academic success.

Gamification in the classroom was examined longitudinally by Hanus and Fox (2015) on students' intrinsic motivation, social comparison, satisfaction, effort, and academic success. The improvement in pupils' academic achievement was a direct result of the enhanced intrinsic drive and effort that gamification brought about. Gamification's introduction to learning environment may have a beneficial effect on student engagement and academic achievement. Wang et al. (2014) implemented a study to investigate the relation of academic achievement among college students and positive emotions (joy and pride).

The study found that positive emotions were a good predictor of grades and test results at the conclusion of the school year in mathematics. Academic success was another factor found to be predictive of positive emotions. These findings emphasize the value of having positive emotional experiences within the context of an educational environment as a strategy of increasing academic achievement (Honicke & Broadbent, 2016). A comprehensive review that investigated the relationship between academic self-efficacy and performance. When compared to self-rated or mixed EI, ability EI was found to have a more constructive relationship with academic accomplishment. In light of these data, it does not seem unreasonable to consider that emotional intelligence might also be a predictor or mediator of academic performance and success. Pekrun et al. (2017) conducted a study to investigate how achievement emotions predict performance outcomes.

Enjoyment and fear as achievement emotions, were both predictors of academic performance over time in longitudinal models. Academic performance also affected achievement emotions. According to this research, achievement emotions and academic success are bidirectional. Broadbent (2017) investigated the impact of physical activity (PA) interventions on

children's cognitive and academic performance. The review found inconclusive evidence that PA therapies have no effect on cognitive and academic performance. There was considerable evidence that PA therapies improved math performance. Physical activity, particularly in math instruction, can enhance academic performance.

Greeff et al. (2017) investigated the impact of self-efficacy and achievement orientation objectives on academic performance and grit. Grit significantly correlated with academic performance through self-efficacy and achievement orientation goals. These data suggest that strengthening grit and its associated characteristics can enhance student performance.

An investigation on the relationship between the student-as-consumer strategy and academic accomplishment in higher education was conducted by Bunce et al. (2017). According to the study's findings, consumer-oriented attitudes may have an impact on academic achievement. The processes and solutions to offset the negative impacts of the student-as-consumer approach need further study.

Iglesías-Pradas et al. (2021) examined gender inequalities in academic achievement rewards during the hiring process. The survey indicated that high-achieving men were called back more than women. This highlights labor market gender gaps and underscores the need for effective solutions.

The study by MacCann et al. (2019) conducted a meta-analysis in which emotional intelligence was analyzed as a predictor of academic achievement. Within the continual assessment part of the examination process, internal assessment had the strongest influence on the students' final semester grade. This implies that educational evaluation practices have a significant impact on student achievement.

Phillips et al. (2017) investigated how blended learning and learning analytics could be used to forecast the overall academic success of students in blended Calculus. Based on the study's findings, blended learning and learning insights have the potential to aid in predicting student progress. Based on the data, it appears that education enhanced by technology has the potential to identify pupils at risk of academic underperformance.

On the topic of how interventions involving physical activity improve cognitive and academic performance in children and adolescents, Singh et al. (2018) conducted a comprehensive study and made recommendations based on the suggestions of an expert panel. According to the review research, there was a correlation between cardiorespiratory fitness and academic achievement. The implication of this is that promoting physical exercise and fitness among young people can lead to improvements in academic performance.

Relationship between Learning Motivations and Academic Performance

The concept of learning motivation involves both internal and external stimuli which drive students to perform learning and attain academic success. Students' motivation for teaching and learning activities raises, maintains, and directs learning activities to meet learning objectives (Wardani et al, 2020).

Regarding academic engagement, intrinsic motivation is when students have true enjoyment and satisfaction while participating in the class, like a presentation and discussions. Students' participation will increase when there is external stimulation, like grades and approval, and they will be willing to put much effort for it in order to get something from the teacher and the society (Cherry, 2023).

Özkal (2019) describes how beliefs of self-efficacy and value in the task contribute to student beliefs of importance of learning and the utility of student achievement. The attitude toward goals, whether they are mastery-oriented or a key factor influencing student attitude and performance, is whether they are performance-oriented (focused on proving their ability to others) or learning-oriented (focused on learning and advancement) (Indeed, 2022).

Asif et al. (2023) argued that students' learning motivations have a direct influence on their academic achievement. Combining both motivations has the potential to increase effectiveness. Both types of motivation have their own advantages. Appropriately formulated rewards and praise can spur students to perform oral communication assignments. It was

determined by Daniela (2015) that learning can be successfully performed in the conditions of self-regulated learning.

Synthesis

The discussion of learning motivation has been dominated in the literature by a focus on its relation to student motivation and learning. The following discussion of the literature of motivation highlights two of the major motivation theories; The Self-Determination Theory (SDT) and the Expectancy-Value Theory (EVT). These two theories can provide us with an explanation for the difficult and confusing world of learning motivation.

The article also highlighted the impact of several motivations. It emphasizes self-confidence, practice, and supportive educational environments for student improvement. The literature on the association between learning motivations and academic achievement in the course suggests that higher learning motivation is linked to better academic performance (Asif et al., 2023).

Active participation is encouraged by intrinsic motivation, involvement in pursuing practice opportunities, and the acquisition of communication skills. However, even with intrinsically motivated students, extrinsic motivation has been shown to result in increased performance. This study was designed to ascertain if a relationship exists between the learning motivation of selected Grade 6 students of the Porac East District, Division of Pampanga and their academic performance during the School Year 2024-2025.

Conceptual Framework

Based on the reviewed literature and studies, the study paradigm was conceptualized. The study employed the input-process-output (IPO) model to describe the relationship between variables.

The input included teachers' and students' assessments of the learning motivations of the grade 6 pupils in terms of intrinsic and extrinsic motivation. The difference between teachers' and students' assessments of the learning motivations of the grade 6 pupils. The level of academic performance of the grade 6 pupils based on their final average grades, and the relationship between learning motivation and students' academic performance.

The process involved developing and collecting data through questionnaires using the shortened Academic Motivational Scale (Kotera et al., 2020). The actual data was collected from the respondents and processed, analyzed, and interpreted using appropriate statistical treatment.

Ultimately, the study's output was a proposed intervention plan.

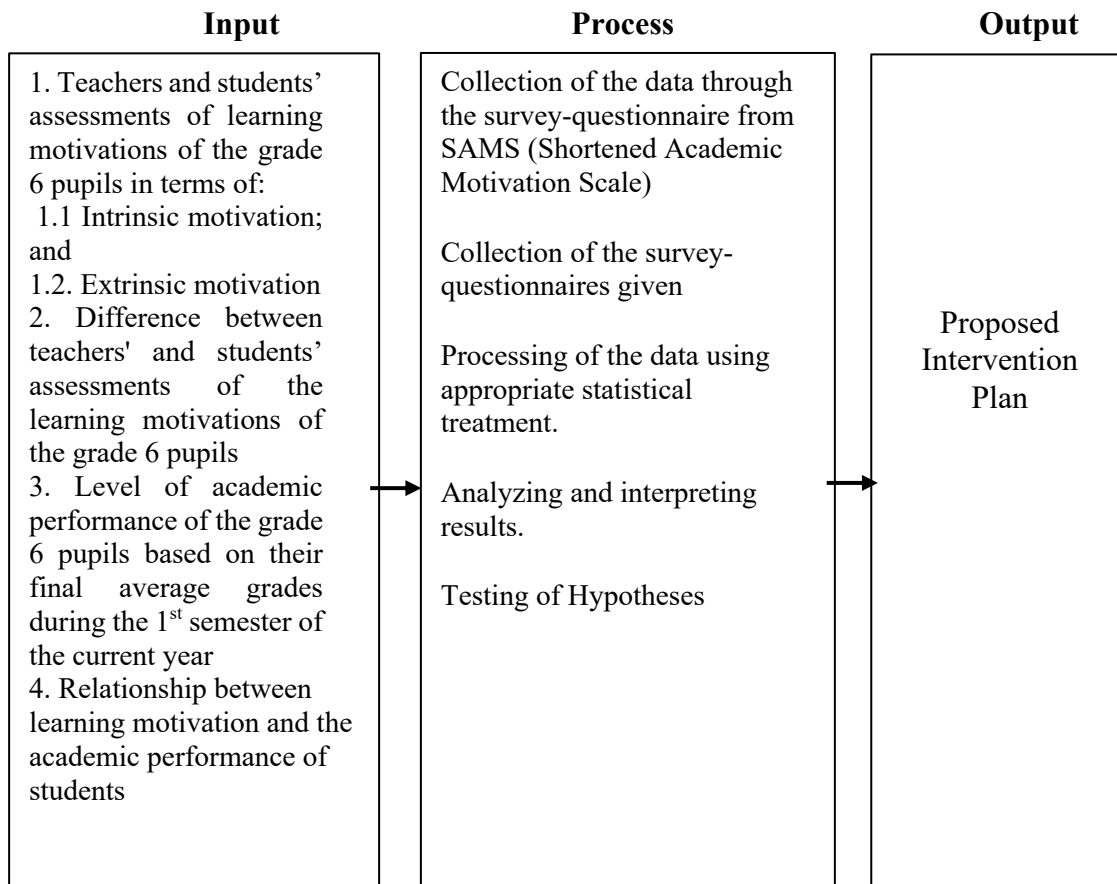


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

This study aimed to determine the relationship between learning motivation and academic performance of selected grade 6 pupils in Porac East District, Division of Pampanga in SY 2024-2025.

Specifically, the study answered the following questions:

1. As assessed by teachers and students themselves, how may the learning motivations of the grade 6 pupils be described in terms of:
 - 1.1 Intrinsic motivation; and
 - 1.2. Extrinsic motivation?
2. Is there a significant difference between teachers' and students' assessments of the learning motivations of the grade 6 pupils?
3. What is the level of academic performance of the grade 6 pupils based on their final average grades?
4. Is there a significant relationship between learning motivation and the academic performance of students?
5. What intervention plan can be proposed based on the findings?

Hypotheses

The study was anchored on the null hypotheses that:

1. There is no a significant difference between teachers' and students' assessments of the learning motivations of the grade 6 pupils.
2. There is no significant relationship between the learning motivation and academic performance of the respondents.

Significance of the Study

This study has been significant to the following:

School Administrators. This study may help school administrators keep students active and provide feedback on the school's activities.

Teachers. Teachers can benefit from this study as it provides a deeper understanding of the effects of learning Motivations on their students' academic performance in all subjects, behavior, and classroom engagement.

Parents. This study may help parents to understand how what motivates their child affects school success. It provides parents with ideas on how to support their child's learning and become more involved.

Future Researchers. Future researchers can build upon this study by exploring additional factors that influence the impact of learning motivation as a predictor of students' academic performance.

Scope and Delimitation

The study sought to establish the association between the learning motivation and academic performance of some selected grade 6 pupils in the Porac East District, Pampanga School year 2023-2024. Respondents of this study were grade 6 teachers and pupils in public elementary schools in the mentioned district.

Specifically, the study addressed the following question: the assessments of teachers and students themselves regarding the learning motivations of grade 6 pupils in terms of intrinsic motivation and extrinsic motivation. The difference between teachers' and students' assessments of the learning motivations of the grade 6 pupils, the level of academic performance of the grade 6 pupils based on their final average grades, and the significant relationship between learning motivation and the academic performance of students. Lastly, the proposed action plan based on the findings.

Definition of Terms

For this study, the definition of key terms was presented.

Academic Motivation Scale. This study serves as a measure of both extrinsic and intrinsic motivation in the educational context.

Learning Motivations. This study describes a process in which a goal-oriented learning activity is initiated and maintained (Schunk et al., 2020). This research investigates the intrinsic and extrinsic motivations for learning among sixth-grade students.

Expectancy-Value Theory. This examines the relationship between individuals' expectations of success and the value they place on the outcomes of their actions. This psychological theory examines the motivations and decision-making processes of individuals.

Self-Determination Theory. It is one of the theories of human psychology that stresses on the importance of three basic psychological needs: autonomy, competence and relatedness.

II. METHODOLOGY

This chapter presents the study's research design, respondents and key informants, research instruments, data collection, and analysis.

Research Design

This research utilized a quantitative methodology. This study aimed to collect numerical data from objects or respondents to analyze and interpret the data quantitatively.

This study involved the development of an instrument that functioned as the primary data collection tool. Questions possess objectivity and can be quantified. Watson (2015) characterized quantitative research as a systematic investigation of social phenomena through various methods that utilize statistical or numerical data.

Descriptive-correlational research was employed specifically within the realm of quantitative research designs. A descriptive study examines current conditions, practices, structures, differences, relationships, opinions, ongoing processes, or observable trends. Sousa et al. (2017) demonstrated that descriptive correlational studies characterize the variables and the naturally occurring relationships between them.

This research method was most suitable for examining the relationship between the learning motivations of grade 6 pupils and their academic performance.

Respondents

The respondents in this study included public elementary grade 6 teachers and students from the Porac East District in the Division of Pampanga. The Grade 6 teachers were selected through total enumeration due to the manageable size of the population. The researcher used stratified random sampling to determine the number of representatives from the Grade 6 learners. During the process of creating a sample, stratified random sampling is a method of probability sampling that ensures an equal likelihood of selecting learners from specified strata (schools and districts) within the population who are representative of grade 6 students. Table 1 provides an overview of the study population and responders, along with their distribution.

TABLE 1
RESPONDENTS OF THE STUDY

District	Grade 6 Teachers	Grade 6 Students	Sample
School A	3	123	32
School B	4	123	32
School C	1	27	7
School D	1	10	3

School E	1	20	5
School F	2	64	17
School G	2	50	13
School H	2	54	14
School I	3	90	25
School J	2	50	13
School K	5	160	42
School L	3	135	36
School M	2	58	15
School N	2	70	18
School O	1	41	12
Total	34	1,075	284

Instrument

The researcher employed an instrument developed by Kotera et al. (2020), which was adapted for the study. The academic motivation scale included the students' intrinsic and extrinsic learning motivations.

Although the instrument was adopted, the data-gathering tool underwent content validation by a panel of experts, including the research adviser. The validators' feedback, comments, and suggestions were incorporated into the final version of the questionnaires.

Data Collection

The researcher provided a letter of permission addressed to the Office of the Schools' Division Superintendent, Division of Pampanga. The letter contained the request to allow the researcher to conduct her study. After the official approval, the communication letter was closely

coordinated with the school heads of Porac East to discuss the plan of activities relative to data gathering.

The population of the sample group answered the survey questionnaires through Google Forms. The researcher explained each item written in the questionnaire to clarify and ensure respondents understood its content. The questionnaires were retrieved right after the respondents answered all the items.

The responses to the different items were tallied, recorded, tabulated, analyzed, and interpreted using various statistical tools. The researcher herself collated the data and presented it to the statistician for analysis and interpretation

Ethical Considerations

The researcher observed ethical norms in the conduct of the study. To begin, consent of the respondents was gained to comply with their choice in the study. In addition, researcher guaranteed respondents' anonymity, and that the answers are confidentially kept. Lastly, data results were analyzed objectively in an order to prove researchers respect towards obtained data.

Statistical Treatment of Data

To have a valid interpretation, Microsoft Excel was used to analyze the data obtained from the study.

1. Mean, to determine the level of academic motivation of students. The scale provided in the S-AMS has been used as the guide for interpretations:

Scale	Description	Mean Range
5	Very High	4.50 – 5.00
4	High	3.50 – 4.49
3	Moderate	2.50 – 3.49
2	Low	1.50 – 2.49
1	Very Low	Below 1.50

2. Means, to describe the academic performance of the students. The following was adopted as the basis for interpretations:

Scale Rating	Mean Range	Description
5	4.21 – 5.00	Outstanding
4	3.41 – 4.20	Very Satisfactory
3	2.61 – 3.40	Satisfactory
2	1.81 – 2.60	Fairly Satisfactory
1	1.00 – 1.80	Did not meet expectation

3. Pearson r , to determine if there was a relationship between learning motivations and academic performance. Likewise, to determine if the specific type of motivation can significantly help increase the student's academic performance.

4. T-test for Independent Samples, to probe the difference between the teachers' and students' assessments of the latter's learning motivations.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the gathered data obtained from the survey questionnaires.

1. Teachers and Students' Assessments of Learning Motivations

1.1 Intrinsic Motivation

The levels of intrinsic motivation are presented in Table 2, which was compiled based on evaluations from both teachers and students in Grade 6. The teachers earned a grand mean score of 4.39 based on the data, while the pupils achieved a score of 4.25 with a verbal description of very highly evident. In light of this, it can be inferred that the students possessed a significant amount of intrinsic motivation for learning. Students, in general, find that learning is personally fulfilling and meaningful when there are no external benefits to compensate them for their efforts.

Specifically, among the indicators, both respondents rated the statement “I feel proud of myself when I understand something new” as having the highest weighted mean scores of 4.65 and 4.49, with verbal descriptions of very highly evident. The findings suggest that the students take pride in their academic performance and obtain satisfaction when they grasp new concepts successfully. Likewise, high ratings were recorded on the statement “I like learning because it makes me feel more knowledgeable,” with weighted mean scores of 4.61 and 4.42, indicating a very high level of agreement. This shows that learners did not perceive these difficulties as a hurdle in the attainment of their goals, but rather as excellent opportunities to improve professionally.

On the contrary, the statements with lower ratings were “I read books because I find them interesting” and “I like to challenge myself with difficult tasks” with a mean score of 4.10, 3.98, 4.12, and 3.96, with a verbal description of highly evident. This suggests that while students enjoy learning in general, few of them are consistently motivated to engage in self-initiated reading or vocabulary challenges.

The reflection of shared assessment between the participants across all indicators demonstrates a shared recognition of the pupils’ intrinsic drive. In support of Deci and Ryan’s Self-Determination Theory (1985), when learners engage in activities that align with their genuine interests and personal fulfillment, rather than being driven by external forces, intrinsic motivation arises. This also supports Garner and Lambert’s (1959) assertions that the determinants for long-term academic engagement are internal desire for learning and curiosity.

In conclusion, the results indicated that the Grade 6 students were extremely intrinsically motivated based on their engagement and excitement toward activities in the classroom, which provides an excellent base for subsequent academic success and continued lifelong learning.

TABLE 2
INTRINSIC MOTIVATION

Statement for Students	Teachers Mean	SD	DR	Students Mean	SD	DR
1. I enjoy learning new things even when it's challenging.	4.58	0.51	VHE	4.46	0.56	VHE
2. I feel satisfied when I solve a difficult problem on my own.	4.47	0.58	VHE	4.33	0.6	VHE
3. I study because I am curious about the subject.	4.29	0.63	HE	4.15	0.64	HE
4. I like learning because it makes me feel more knowledgeable.	4.61	0.49	VHE	4.42	0.55	VHE
5. I enjoy participating in class activities	4.36	0.55	VHE	4.2	0.59	HE

because they are fun.						
6. I read books because I find them interesting.	4.1	0.65	HE	3.98	0.7	HE
7. I feel excited when I learn something new in school.	4.44	0.53	VHE	4.28	0.6	VHE
8. I enjoy doing school projects because I learn a lot from them.	4.33	0.59	VHE	4.19	0.63	HE
9. I like to challenge myself with difficult tasks.	4.12	0.67	HE	3.96	0.68	HE
10. I feel proud of myself when I understand something new.	4.65	0.47	VHE	4.49	0.5	VHE
Overall Mean	4.39		VHE	4.25		VHE

1.2. Extrinsic Motivation

Table 3 presents the extrinsic motivation levels of Grade 6 pupils, as assessed by both teachers and students. Based on the data, the computed weighted mean average scores for teachers are 4.39 and for students are 4.28, with a verbal description of very highly evident. The results indicate that students have a high extrinsic motivation towards learning. This leads to conclude that students are intrinsically motivated by some extrinsic sources such as reward, praise, marks, or even by their teachers and parents. This plays an important role in engaging and sustaining performance among learners.

Among the indicators, both respondents rated the statement “I want to get good grades to make my family proud” very highly evident, as supported by their weighted mean scores of 4.73 and 4.59, respectively. This implies that the powerful motivators influencing learners’ study habits and persistence are expectations and approval.

Likewise, the statements “I try to be the top student to get into a good school in the future” and “I study hard to get good grades” received high mean scores of 4.68, 4.55, 4.62, and 4.51, respectively. This reflects the pathway to future opportunities, and social recognition is the recognition of academic excellence. Conversely, the lowest-rated indicators, “I participate in class to avoid getting into trouble” and “I study to earn rewards from my parents or teachers,” received weighted mean scores of 3.92, 3.81, 4.10, and 4.05, respectively. The findings imply that the primary sources of motivation are not external rewards and discipline but rather aspirations for academic excellence and family pride.

This confirms Ryan and Deci’s (2000) idea of extrinsic motivation, where external factors, such as rewards and recognition, drive temporary behavior and may gradually become internalized as self-regulated motives for learning. The closeness in assessments between teachers and students across all indicators highlighted a mutual perception of the strong presence of extrinsic motivators in the pupils’ learning environment. This indicates that teachers know the sources of their students’ motivation which can then be used in incentivized instruction as a means of keeping their students in tune, behavior, and focused. Overall, the results show that the Grade 6 students are highly extrinsically motivated to reach the achievement standards by reaching the expectations for reward and a bright future.

TABLE 3
EXTRINSIC MOTIVATION

Indicators	Teachers			Students		
	Mean	Sd	DR	Mean	Sd	DR
Statement for Students						
1. I study hard to get good grades.	4.62	0.49	VHE	4.51	0.54	VHE
2. I work on assignments to receive praise from my teacher.	4.35	0.56	VHE	4.21	0.6	VHE
3. I learn because my parents expect me to do well in school.	4.48	0.53	VHE	4.4	0.57	VHE
4. I participate in class to avoid getting into trouble.	3.92	0.64	HE	3.81	0.66	HE
5. I do my homework because I want to be the best in my class.	4.27	0.58	VHE	4.19	0.63	HE
6. I study to earn rewards from my parents or teachers.	4.1	0.61	HE	4.05	0.65	HE
7. I want to get good grades to make my family proud.	4.73	0.45	VHE	4.59	0.52	VHE

8. I do well in school to receive certificates and awards.	4.56	0.5	VHE	4.43	0.55	VHE
9. I participate in school activities to gain recognition from my peers.	4.15	0.63	HE	4.06	0.64	HE
10. I try to be the top student to get into a good school in the future.	4.68	0.48	VHE	4.55	0.5	VHE
Overall Mean	4.39		VHE	4.28		VHE

2. Significant Difference between Teachers' and Students' Assessments of the Learning Motivations of the Grade 6 Pupils

Table 4 presents the output of a test used to assess whether or not there was a significant difference in students' perception of learning motives in Grade 6. In referring to the values below, the t-value obtained has concluded that there was not a significant difference among the responses related to intrinsic motivation with a t-value of 1.89 and a probability value of .061. The findings indicate that both teachers and students share a mutual understanding of the pupils' intrinsic motivation, specifically in terms of their interest, curiosity, and enjoyment of learning. Both groups acknowledge that Grade 6 learners possessed a high level of self-driven engagement and real interest in learning.

In contrast, one main variation was observed as far as perceived extrinsic motivation. With regard to teachers' t-value=2.11, $p < 0.03$, the teachers' means score was slightly greater than self means score as 4.39, 4.28 respectively. It can be inferred from this that teachers have found

that learners are more motivated by external sources, such as praise, acknowledgment, and awards. The findings may appear to be the result of observations made by teachers regarding the behaviors happening in the classroom; nevertheless, it is possible that students themselves are not always consciously aware of the external effects that are present.

Overall, teachers' and students' assessments yielded a significant difference, as indicated by a computed t-value of 1.98 with a p-value of 0.049. The results imply that teachers perceive learners' level of motivation slightly higher than students' perspective. They view motivation as a form of compliance and effort, while students may perceive their assessment based on their inner feelings and interest in learning. The results also prove Ryan and Deci's (2000) self-determination theory, which posits that motivation is multidimensional. In addition, the findings are consistent with the socio-educational model proposed by Gardner and Lambert (1959), which states that learners' motivation to achieve academic success is influenced by a combination of internal and external characteristics.

In conclusion, the findings highlight the significance of maintaining a balance between fostering curiosity and fulfilment, which may be reinforced by achievement and perseverance in the form of incentives and recognition, and increasing intrinsic motivation in the process of developing curiosity.

TABLE 4
TEST OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS' AND STUDENTS' ASSESSMENTS ON LEARNING MOTIVATIONS

Sources of Variation	Mean	t-value	p-value	Remarks
Intrinsic Motivation	Teachers: 4.39 Students: 4.25	1.89	0.061	Not Significant
Extrinsic Motivation	Teachers: 4.39 Students: 4.28	2.11	0.036	Significant
Overall	Teachers: 4.39 Students: 4.27	1.98	0.049	Significant

3. Grade 6 Pupils' Level of Academic Performance based on their Final Average Grades

Table 5 presents the distribution of Grade 6 pupils' academic performance based on their final average grades. From the table, the number of respondents that fall in the "Very Satisfactory" is 33.80%. Compared to the other level, there are 32.39% of respondents with the performance of "Satisfactory" and 14.79% of respondents are in the category of "Excellent".

Therefore, this implies that these children achieve high in academics. Children such as this could serve as models for other children, and perhaps enrichment would be very valuable to these children.

Conversely, 16.90% of the grade 6 pupils were categorized as fairly satisfactory. These groups partially master the learning competencies, though they still require support and continuous remediation to achieve the minimum competencies.

Last, 2.11% was defined as underperforming pupils (below average 75). Such pupils will need intervention strategies and individual support like tutorials and individualized education.

As a whole, the distribution of students on their academic achievement level seems that the grade 6 learners are on a good academic footing with the small numbers requiring some intervention support.

This study confirms Vygotsky's findings through the administration of formative and summative assessments for the growth and improvement of the students, following the DepEd Order No. 8 that reflects the 2015 construct of the zone of proximal development, stating the need for teacher scaffolding so students will develop full mastery from initial proficiency.

TABLE 5
LEVEL OF ACADEMIC PERFORMANCE OF GRADE 6 PUPILS BASED ON FINAL AVERAGE GRADES

Descriptor	Grade Range	Frequency (f)	Percent (%)	Cumulative (%)
Outstanding	90–100	42	14.79	14.79
Very Satisfactory	85–89	96	33.80	48.59
Satisfactory	80–84	92	32.39	80.98
Fairly Satisfactory	75–79	48	16.90	97.88
Did Not Meet Expectations	Below 75	6	2.11	99.99
Total		284	100.00	100.00

4. Relationship between Learning Motivation and Academic Performance of Students

Correlation between the academic performance of students and their motivation in learning are presented below in table 6. The relationship between intrinsic motivation and academic performance was computed using pearson correlation. Looking at table given above, the intrinsic motivation was having moderately positive relation with the academic performance of students and computed r value was 0.512 with probability value 0.000. So students with more amount of intrinsic motivation have highest academic performance.

From this, it can also be concluded that students who consider learning as relevant and engaging are more likely to exert effort, persistence in the face of difficulty, and display

acquisition of competencies. In the same vein, extrinsic motivation was observed to have a sensible correlation with students' academic performance, as evidenced by the computed r-value of 0.468 with a p-value of 0.001. This means that external factors, such as rewards, recognition, or satisfying parental expectations, also contribute substantially to students' academic performance. Students who are motivated by these external factors are likely to put forth sustained effort to achieve academic pursuits.

In totality, the overall learning motivation generated a correlation coefficient of 0.539 with a p-value of 0.000. It is suggested that both intrinsic and extrinsic motivational factors plays a significant role in students' school performance. Similar findings were obtained by Gardner and Lambert (1959) and Deci and Ryan (1985) which states that both intrinsic and extrinsic motivation is importance for academic performance. From the finding, it is stated that students who were intrinsically motivated want to gain further and sustain interest in their learning, while students who are extrinsically motivated receive external rewards that sustain students in the classroom.

TABLE 6
RELATIONSHIP BETWEEN LEARNING MOTIVATION AND ACADEMIC
PERFORMANCE OF GRADE 6 PUPILS

Variables Correlated	r-value	p-value	Strength of Relationship	Remarks
Integrative Motivation and Academic Performance	0.512	0.000	Moderate Positive	Significant
Instrumental Motivation and Academic Performance	0.468	0.001	Moderate Positive	Significant
Overall Learning Motivation and Academic Performance	0.539	0.000	Moderate Positive	Significant

5. Proposed Intervention Plan

Project AIM (Advancing Intrinsic and Extrinsic Motivation) for Grade 6 Learners

Rationale

This plan was crafted based on the least weighted means obtained from the quantitative findings. This intervention plan aims to foster a love of reading among students, develop self-confidence in performing learning tasks, and promote positive motivation through the use of recognition and reward systems. This aligns with the Department of Education's goal of nurturing learners who are holistically developed, promoting the PPST Domains 3 (Diversity of Learners) and 4 (Curriculum and Planning) by delivering learner-centered, differentiated, and engaging activities.

Objectives

1. To increase learners' intrinsic motivation by cultivating interest in reading and self-challenging tasks.
 2. To strengthen learners' extrinsic motivation through recognition, rewards, and participative classroom systems.
 3. To create a supportive learning environment that encourages self-initiated effort and
- Proposed Strategies and Activities

Objective	Strategies/Activities	Persons Involved	Time Frame	Resources Needed	Expected Outcome
Foster reading interest and intrinsic curiosity.	Launch 'Read & Lead Fridays'—a weekly reading circle featuring story sharing and reflection. Create a class reading corner with age-appropriate books and peer reading logs.	Teachers, Librarian, Pupils	Monthly	Storybooks, journals, posters	Increased voluntary reading habits and enthusiasm.
Build confidence in tackling difficult academic tasks.	Conduct 'Challenge Accepted Days'—learners complete creative or higher-order tasks in groups. Recognize effort and persistence through 'Most Persevering Learner' awards.	Teachers, Pupils	Quarterly	Task cards, rubrics, certificates	Pupils gain confidence and persistence in learning challenges.
Encourage positive class participation through intrinsic reinforcement.	Use participation points and feedback cards to reward meaningful engagement. Implement student-led learning circles where pupils take roles as facilitators.	Teachers, Pupils	Continuous	Motivation chart, tokens	Pupils engage actively for personal satisfaction, not fear of punishment.
Strengthen healthy extrinsic motivation through recognition and support.	Initiate a 'Motivational Wall of Fame' for achievements in effort, improvement, and teamwork. Hold a 'Motivation Assembly' where pupils share success stories and motivational insights.	Teachers, Guidance Counselor, Parents	Bi-monthly	Tarpaulin, certificates, bulletin board	Learners experience pride, positive reinforcement, and belongingness.

Monitoring and Evaluation

Evaluation Tool	Focus Area	Frequency	Responsible Person
Motivation Survey (Pre/Post)	Change in intrinsic and extrinsic motivation levels	Start and end of quarter	Class Adviser
Reading Logs & Challenge Portfolios	Engagement in reading and academic challenges	Monthly	English/Subject Teachers
Observation Checklist	Class participation and student confidence	Quarterly	Master Teacher / School Head

Expected Impact

- Increased voluntary participation in reading and enrichment tasks.
- Improved self-confidence and persistence in challenging activities.
- Enhanced motivation balance—pupils learning for both enjoyment and achievement.
- Strengthened teacher-pupil collaboration in fostering motivation and engagement.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations derived from the analysis and interpretation of the data.

Summary of Findings

Based on the analysis and interpretation of gathered data, the following were the summary:

1. Grade 6 students had a significant degree of intrinsic and extrinsic drives, as indicated by the grand mean scores of 4.39, 4.25, 4.39, and 4.28, respectively.
2. There was no significant difference in the assessments between the two groups relative to intrinsic motivation, as shown by the computed t-value of 1.89 with a p-value of 0.061. Conversely, a significant difference was observed in the respondents' assessments regarding extrinsic motivations, as supported by a t-value of 2.11 and a p-value of 0.0036.
3. 33.80% of the pupils received a very satisfactory performance, as supported by the grade average scores between 85-89. Meanwhile, 32.39% of the pupils were rated satisfactory performance, having a grade average of 80-84.
4. There was a sensible positive association between intrinsic motivation and academic performance. Likewise, there was a positive relationship between extrinsic motivation and academic performance.
5. Project AIM (Advancing Intrinsic and Extrinsic Motivation) intervention plan addresses the lowest weighted mean indices on the 6th grade student motivation survey.

Conclusions

The following conclusions are hereby derived from the findings.

1. Pupils demonstrated a strong internal and external drive from mastering new knowledge, enjoyment in classroom activities, and their desire to make their families proud, achieve high grades, and earn recognition or awards.
2. Teachers view students as significantly driven, both intrinsically and extrinsically, based on observable behaviors, but students' self-evaluations emphasize personal fulfillment and enthusiasm in learning.
3. Most of the Grade 6 pupils have achieved the expected learning standards and mastered the set of learning competencies.
4. Learning motivation has been found to have strong correlation with the Grade 6 pupils' academic performance. That is, when students are motivated to learn in school, their academic performance will significantly improve.
5. The study's findings, proposed an intervention plan Project AIM which aims to foster a balanced motivational strategy for students' learning motivation leading to an improve academic performance.

Recommendations

Based on the conclusions drawn from the findings, the following are the recommendations:

1. Teachers may need to contextualize hands-on learning tasks that will induce curiosity and encourage self-directed discovery to further strengthen their internal drives to learn.
2. School Heads may initiate and lead LAC sessions on motivational strategies to better understand learners' varying motivational desires.

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3. Teachers may need to sustain implementing differentiated activities and authentic learning assessments to ensure that Grade 6 pupils will achieve or even surpass the minimum learning standards.
 4. School Heads may need to sustain the quarterly recognition and reward mechanisms not only for those with high achievement, but also for improvement and consistency of the learners in their academic pursuits.
 5. Teachers may provide instructional designs that will connect personal interest and life experiences of the learners to strengthen intrinsic drives and sustain their engagement.
 6. Future researchers are encouraged to adopt the intervention plan and assess its effectiveness and relevance for sustainability.

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