THE IMPACT OF SELF-MOTIVATION ON THE ACADEMIC PERFORMANCE OF HUMSS STUDENTS



A Quantitative Research Study Presented to the

## SHS Department of HOLY CHILD College of Davao

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**Practical Research 2**

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# ABSTRACT

This study is aimed to determine the relationship between work engagement and career readiness of work immersion students. It utilizes a Descriptive-Correlational research design and collects data in a private secondary school in the Division of Davao City. Simple random sampling was administered to select 145 work immersion students. The correlation between the variables, work engagement and career readiness, is examined using a five-point Likert scale. The results showed that there is a significant relationship between the Work Engagement and Career Readiness of work immersion students at R = 0.992 and p = 0.000 (p<0.05). These findings highlight the importance of work engagement in fostering students’ career readiness. The study suggests that students who are highly engaged in their work are more likely to exhibit higher levels of career readiness. This research contributes to the understanding of the factors that influence students’ career preparedness and emphasizes the significance of work engagement in their overall career development.

Keywords: work engagement, career readiness, work immersion students

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**CHAPTER I**

**INTRODUCTION**

# BACKGROUND OF THE STUDY

Academic performance has been a critical concern in the education sector, as a significant number of students fail to meet expected standards (Tadese et al., 2022). The increasing societal demand for academic excellence challenges educators and policymakers, as many students struggle with performance despite abundant resources, affecting their future opportunities and societal contributions (Siddiqi, 2024).

In Bangladesh, a study conducted by Shahjahan et al. (2021) at Daffodil International University highlighted the declining academic performance of students, which has been observed in various studies. For instance, the 2021 PISA (Programme for International Student Assessment) results revealed that nearly 30% of 15-year-old students in Bangladesh failed to achieve baseline proficiency in reading, mathematics, and science. This alarming trend shows that many students are struggling to keep up with their studies, resulting in lower grades, poor test results, and difficulty meeting academic expectations. The ongoing decline in academic performance highlights a growing concern in education (Al Husaini & Ahmad Shukor, 2023).

In the Philippines, academic performance has shown troubling signs in recent years. According to a report by the State of Philippine Education (2023), at least 78% of secondary school students performed below grade level in core subjects. These figures reflect a widening gap in educational

quality and outcomes. Moreover, students at the Central Bicol State University of Agriculture-Sipocot revealed that the academic performance of students remains low. The study found that 60%, or 159 out of 263 test-takers, failed the examination, as it faces its own share of academic challenges of high school students who failed to meet passing grades in key subjects. Educators have cited issues such as inadequate study habits, and limited access to academic support as contributors to these poor outcomes (Eborde et al., 2017).

In this study, there is a lack of research examining how self-motivation impacts the aspects of academic performance in a local context. Moreover, there is also limited research focusing on HUMSS students, particularly in relation to their distinct learning environment and academic performance. Additionally, most studies fail to examine how specific aspects of self-motivation, such as personal drive and optimism, uniquely influence measurable indicators of academic performance, such as student achievement and attendance rates, within the HUMSS strand. To address this gap, the impact of self-motivation towards academic performance can be investigated using a questionnaire instrument. With this approach, the researchers aim to find out the depth of the correlation between self-motivation and academic performance. Additionally, the researchers have the pursuance to study and discover more essential factors to consolidate some important matters that suit the study.

Furthermore, the researchers also believe that by systematically examining these variables in relation to the effectiveness of self-motivation towards academic performance, this study will make a significant impact and

contribution to everyone. Specifically, the results will be presented on local platforms as part of the dissemination process. Respondents and other concerned individuals will receive a copy of the study's findings and recommendations, which could be used in intervention programs in their field. Finally, the researcher hopes to present the findings at a Learning Action Cell, a faculty meeting, a research conference, and other forums to assist the schools in Davao City in providing valuable information to help them improve their knowledge in their discipline.

## Statement of the Problem

This correlational study helps to determine the relationship between Self-motivation and Academic performance of the Senior High school HUMSS Students in Holy Child College of Davao. Therefore, it sought to answer the following questions:

1. What is the level of Self-motivation of HUMSS students in Holy Child College of Davao in terms of:
   1. Personal Drive
   2. Optimism
2. What is the level of Academic performance of HUMSS students in Holy Child College of Davao in terms of:
   1. Student Achievement
   2. Attendance Rate
3. Is there any significant relationship between Self-motivation and Academic performance of Senior high school HUMSS students in Holy Child College of Davao

## Review of Related Literature

In relation to this study, this section provides different literature related to this study. The chosen pieces of literature are included for their accuracy and relevance to the study. Furthermore, these readings were taken to establish a better understanding and insight into the topic.

## Self-Motivation

Self-motivation is a prerequisite for learning, showing that the literature is mostly focused on the factors that make individuals act and to pursue these actions (Liu et al. 2016). In particular, the studies underscoring the importance of self-motivation as a factor that facilitates the learning performances of individuals (Kaya, 2013) have argued that learning performance and effectiveness may vary according to motivators such as interest, desire, and need (Tahiroğlu and Aktepe, 2015). Self-motivation—encompassing self-efficacy, goal setting, perseverance, and resilience—the study explored its role in influencing academic success. The findings revealed that 61.54% of respondents achieved outstanding grades, establishing a significant relationship between self-motivation and academic performance. This underscores the importance of fostering self-motivation to address existing gaps and improve students' academic outcomes (Capinding, 2021). By nurturing self-motivation, students not only improve their academic performance but also acquire life skills that are valuable beyond school. Self-motivated students tend to have a clear vision of their goals and the steps needed to achieve them, which enhances their focus and productivity; this sense of direction and commitment enables them to meet their targets more effectively, ultimately leading to better academic outcomes and personal

development (Thomas & Maree, 2022, p. 105). Furthermore, students’ motivation towards learning and academic performance were positively and significantly correlated. Previous reviews of research found that various factors affect students’ academic performance (Hellas et al., 2018). Among these factors is self-motivation, an innate power that activates and directs someone’s feelings, behaviors, and ideas (Mubeen & Reid, 2014). Academic motivation, supported by previous research, has suggested that motivation positively influences achievement (Vu et al., 2022).

In addition to the first study, according to Baldwin and Gonzalez (2023), self-motivation is staying motivated due to one's own interest. It is the process of self-assessment that discloses one's strengths and weaknesses by which one can strengthen more one's strengths and begins to strive for overcoming weakness. In this way, self-motivation leads one to the desired success in life. The concept of self-motivation is considered a crucial factor that affects human behavior and performance (Kian et al. 2014; Turan 2015). Especially educational researchers and practitioners express that motivation is one of the most important factors in student achievement and in ensuring continuous achievement.

Moreover, self-motivation and engagement are claimed to be influencing factors on students' various outcomes (Chen & Lu, 2015; Roksa & Whitley, 2017; Trolian et al., 2016). Self-motivation is defined as the students' desire or interest in engaging with learning and their school experience (Hulleman et al., 2016). Research has consistently found that academically motivated students tend to perceive school and learning as valuable, like to learn, and enjoy learning-related activities (Larsen & Puck, 2020). Adding to

this, Ulaş-Kılıç (2018) found significance in self-motivation. In the literature, it is said that proactive self-motivation is important in individuals' academic career and performance. Motivation was defined as an inner condition that guides and upholds behavior, and it was inevitable that a strong correlation is present between motivation and learning. Furthermore, motivated students with regards to a specific topic are eager to join activities they believe will help them develop, such as asking for assistance whenever they do not comprehend a certain aspect of the topic and paying attention to others' instructions.

***Personal Drive.*** An article published by the Indeed Editorial Team (2024) states that personal drive is an ambition or desire to grow and improve your skills, no matter the challenges you face. In other words, having a personal drive can help you stay motivated in your academic journey, allowing you to seize opportunities and achieve your goals. In addition, it is the ability to take initiative to pursue and accomplish tasks not just because you have to, but because you have committed yourself to achieving them. Therefore, to be self-motivated, you may need to cultivate self-confidence and inner strength, enabling you to handle tasks with resilience and determination, regardless of external experiences or setbacks (Hurley, 2024).

Similarly, Sarumi (2023) emphasizes that personal drive is the inner force that propels students to achieve their goals and excel, particularly in academics. This drive is rooted in a growth mindset, which is the belief that abilities and skills can be developed through effort, persistence, and learning. As a result, students with a growth mindset are more likely to embrace challenges, learn from failures, and continuously strive for improvement.

Consequently, by focusing on progress and valuing diligence and effort, personal drive fosters resilience and determination, empowering students to overcome obstacles and achieve their aspirations in both academic and personal endeavors (Shengyao et al., 2024).

Moreover, an article published by King Mongkut’s University of Technology Thonburi (2024) highlights that personal drive is the inner strength and motivation to pursue and achieve set goals. In particular, it refers to the desire to improve or meet specific standards, driven by an internal commitment rather than external influences. In essence, it is the motivation that originates from within, pushing individuals to accomplish things for their personal reasons, supported by inner confidence and determination. Therefore, personal drive is a dynamic combination of ambition and energy focused on achieving whatever goals you have set your heart on, creating a path toward personal growth and success (McGrath, 2023).

***Optimism.*** According to Warner (2019), optimism enables students to motivate and maintain a positive outlook on their academic journey, focusing on potential success rather than setbacks. Optimistic individuals actively seek positive aspects in any situation, believing that a satisfactory outcome is attainable (Scott, 2022). This perspective encourages resilience and a proactive attitude, empowering students to embrace challenges as opportunities for growth and improvement rather than obstacles to be avoided

Similarly, Cherry (2024) emphasizes that optimism in self-motivation helps students maintain their motivation when pursuing academic goals by fostering a growth mindset. Optimistic students are more likely to embrace

challenges, make efforts to learn, and adapt even in difficult situations. In contrast, pessimistic individuals often possess a fixed mindset, which can result in disengagement and giving up when obstacles arise. By practicing learned optimism, students can challenge negative self-talk and replace pessimistic thoughts with more positive perspectives, ultimately enhancing resilience and a commitment to personal growth and academic success (Moore, 2019).

Moreover, Krockow (2024) highlights that optimism serves as a crucial source of motivation for students, illuminating opportunities while minimizing the focus on potential obstacles and setbacks. Additionally, optimism is a skill that can be cultivated through practices such as positive self-talk and exercises that challenge pessimistic thoughts, helping students build self-confidence and resilience. By believing in their own strength and capability, students are more likely to stay motivated and committed to achieving their academic aspirations (Hanssen et al., 2015).

## Academic Performance

Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (Naser & Hamzah, 2018; Olivier et al., 2019). Many scholars have identified several factors that affect a student's academic achievement (Kim et al., 2018; Lei, 2018). In this day and age of globalization, increasing economies, and rapid development, improving educational output and retention rates is critical to the prosperity of any nation. Thus, education is seen as extremely important for an individual because it is required for obtaining good jobs. Academic achievement of

students, class attendance, time management, socialization, sleep patterns, socialization, partying behaviors, socioeconomic status, educational background of parents, and other factors all have an impact on students' learning performance. In recent decades, there has been an increase in research on characteristics that contribute effectively to the quality of academic accomplishment of students (Al-Qadi & Naser, 2022; Al-Thamawi, 2017; Farah, 2021).

According to Sobejana's (2015) study, which states that the performance of the trainer must also be taken into consideration, He recommended that the educators must explore more variables and factors that may contribute to the high academic performance of the students when e-learning is used. In addition to that, Gbollie and Keamu (2017) state that students have certain hindrances that hinder their improving learning. Therefore, affecting not only their school performance but as well as their academic performances. Although the researchers concluded that these hindrances' may be solved using any means possible. They have suggested that future research must also be conducted, taking into consideration that the researchers only studied one school.

As cited by Jayanthi et al. (2014), academic performance is frequently defined in terms of examination performance. In this study, academic performance was characterized by the overall performance in each year, which culminates in a Grade Point Average (GPA). The GPA score takes into account students’ performance in tests, coursework, and examinations. For the entire past century, academic performance has become the gatekeeper to higher learning institutions, defining career paths and individual life

trajectories. As Robinson (2015) noted, academic performance continues to be understood as a precise proxy for aptitude and is a core determinant of career paths and status achievement.

***Student Achievement.*** Steinmayr et al. (2014) highlight that students' academic achievement reflects academic performance outcomes, demonstrating the extent to which individuals meet goals set in instructional settings, such as schools and universities. They emphasize that academic achievement is multifaceted, encompassing cognitive goals like critical thinking and specific domains like numeracy and literacy. Moreover, it is influenced by various indicators, including grades, standardized tests, and cumulative achievements like degrees, which reflect intellectual endeavors. This performance determines access to higher education opportunities and significantly influences vocational prospects (Wu et al., 2024).

Another finding was related to the comparisons made on the academic performance of students based on their levels of academic achievement. It was found that students with high levels of academic achievement had more positive academic motivation on their performance. Many studies support the findings of this study. In studies of Ryan and Deci (2020), Kriegbaum, Becker, and Spinath (2018), Litalien et al. (2019), Taylor et al. (2014), significantly strong relationships were found between academic performance and students achievement. In general, various variable-centered analyses conducted with students showed that in a learning environment that supports autonomy, autonomous motivation is positively associated with academic achievement, increased work continuity, and decreased school dropout. A meta-analysis revealed that 16.6% of the variance in school student achievement can be

uniquely explained by academic performance in self-motivation (Litalien et al., 2019; Taylor et al., 2014).

According to Colmar et al. (2019), students’ achievement is positively correlated with academic performance, as it reflects their ability to meet academic demands through skills, knowledge, and resilience. This relationship becomes more evident when mediated by self-concept, which refers to a student’s belief in their capabilities. Furthermore, self-motivation plays a crucial role in fostering a strong self-concept, as it enables students to overcome challenges and persist in their studies. Consequently, this interplay between motivation, resilience, and self-concept creates a reinforcing cycle wherein students’ achievements boost their confidence, which, in turn, leads to improved academic performance over time (Mwangi et al., 2023).

Students' achievement reflects their ability to succeed academically, which is influenced by factors such as self-efficacy and autonomy-supportive learning environments. Eakman et al. (2019) highlighted that self-efficacy, or a student's belief in their ability to succeed, plays a crucial role in driving academic success. When students are self-motivated, they often seek autonomy in their learning, which creates a supportive and positive learning environment. This minimizes academic challenges and enhances overall performance, demonstrating how fostering confidence and independence in students can lead to measurable academic success (McCombs, 2015).

Martinez et al. (2019) emphasized that students who possess psychological capital resources, such as hope, optimism, and resilience, are more likely to actively engage in their learning, leading to improved academic

performance. When students are motivated to invest in their education and exhibit resilience in overcoming obstacles, they develop the psychological strengths necessary for academic success, directly enhancing their academic achievement and performance (Kalaivani, 2021).

***Attendance Rate.*** The attendance rate of students in the class is important because students are more likely to succeed in their academic performance when they attend classes regularly. In addition, students who are intrinsically motivated are more likely to attend classes regularly, actively engage in learning activities, and take responsibility for their academic progress. This connection between motivation and attendance is crucial because when students are motivated, they not only show up but also make the most out of their learning experiences. As a result, their engagement enhances both their understanding and academic performance (Great Schools, 2017). Furthermore, many studies have revealed that students who attend classes on a regular basis are more likely to achieve higher grades than those with poor attendance. Lukkarinena et al. (2016) emphasized that class attendance is, indeed, related to performance.

In addition, it is important for students to attend and engage with the learning opportunities inside the classrooms to ensure they experience the full essence of being a student. According to Allen (2016), class attendance is a critical factor in academic success. By being physically present in class, students can participate in all classroom activities. These activities, or guided learning tasks given by the teacher, are essential in helping students apply the knowledge in their final assessments. Moreover, another advantage of attending classes is the opportunity for students to interact with their teacher.

If there are any clarifications needed on the topic, students can ask questions, which may also benefit their classmates. Therefore, attending class enables students to learn from both their teacher and peers. In fact, asking questions during class can provide students with a clearer understanding of the topic, which would be missed if they were absent. Additionally, regular attendance contributes to increased learning. Although some coursework may be completed outside the classroom, these sessions make class time even more valuable. In-class time is devoted to the most challenging discussions, which are vital for students to understand what is likely to appear in their final assessments (Ancheta et al., 2021).

Similarly, Consistent attendance and active participation in class can significantly enhance academic success and foster a positive learning environment. When students attend school regularly, they are more engaged in lessons, participate actively, and have a better understanding of the material. Teachers can create interactive lessons and build stronger connections with their students, leading to improved academic performance. Regular attendance also helps students stay on track, achieve higher grades, and recognize that being present is a key factor in determining their success (Zubrick, 2019).

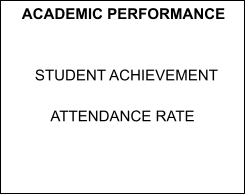
## Theoretical Framework

This study is anchored on the viewpoint of Weiner (1974). Attribution theory is the most influential theory with implications for academic motivation. It explains how motivation is connected to how people act and how they see success or failure. According to the theory, individuals interpret the reasons for their achievements or setbacks, and these interpretations influence their future actions. If students believe their success is a result of their hard work, effort, or abilities, they are more likely to remain motivated, continue striving, and improve their academic performance. This theory emphasizes the importance of fostering positive attributions, where students see effort and perseverance as key to overcoming challenges. By helping students focus on factors they can control, such as their dedication and learning strategies, educators can inspire a growth mindset, encouraging students to persist in their academic journey. This framework provides a strong foundation for understanding the role of self-motivation in shaping students' behaviors and academic outcomes.

## Conceptual Framework

The conceptual framework (Figure 1) illustrates how self-motivation significantly influences the academic performance of Senior High School HUMSS students. This framework emphasizes that self-motivated students are more likely to exhibit higher academic performance and a greater commitment to attending school regularly.

# INDEPENDENT VARIABLE DEPENDENT VARIABLE



**Figure 1.** The Conceptual Framework Showing the Variables of the Study

# CHAPTER 2

**METHODOLOGY**

This chapter contains details of the systematic procedures and strategies employed in performing this investigation. This contains descriptions of the study's research design, research locale, research respondents, data gathering procedure, statistical tools, ethical considerations, and complete information on the study's instruments.

## Research Design

The study employed a descriptive-correlational research design. Bhandari (2020) stated that quantitative research is the process of collecting and analyzing numerical data to investigate social issues in a systematic manner. According to McCombes (2022), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. On the other hand, the correlation design is used to determine the relationship, interest, usability, focus of attention, presence, and flow of students in the study (Cherry, 2023). The design focused on collecting numerical data for these variables and analyzing it to determine if there were any significant correlations between them.

In this study, it was appropriate to utilize the descriptive-correlational research design since the researchers sought to determine the significant relationship between self-motivation (an independent variable) and academic performance (a dependent variable) of HUMSS students.

## Research Locale

The research will take place within the premises of Davao City (Figure 2); the chosen schools for this study will be carried out in a private, non-sectarian Bible-based school in Davao City. The study will focus on the senior high school students enrolled at this private institution. On the other hand, all public schools and private schools located outside the school will be excluded.



**Figure 2.** Maps of the Philippines in Mindanao and Davao City

## Research Respondents

The study will use random sampling to select participants from the private non-sectarian bible based in Davao City. By using random sampling, the researchers will gather data from HUMSS students, in which each member has an equal probability of being chosen. Respondents should be HUMSS students, as they often encounter subjects that rely heavily on personal drive and optimism, such as public speaking, writing, and research, which are directly linked to self-motivation and impact their academic performance (Mauten, 2019). This approach is to ensure an unbiased representation of respondents (Hayes, 2024).

The study will involve 189 Senior High school HUMSS students currently enrolled at Holy Child College of Davao, selected based on their academic performance that require self-motivation. This sample size was determined using Raosoft, an online sample size calculator, with an accessible population of 369 HUMSS students, ensuring statistical accuracy and reliability of the research findings. The random sampling method ensures every individual in the population has an equal chance of being selected.

## Research Instrument

This study employs the use of two adapted questionnaires that each pertain to the two variables being discussed, which were modified by the researchers with help of the teacher. The first part of the questionnaire consisted of the independent variable, Self-Motivation Questionnaire (SMQ) by Briones and Romero (2020); this scale was adapted and modified in this study. The scale corresponds to and measures the variable of Self-Motivation. It consists of 10 items, which then categorized into two indicators of Self-Motivation, namely:

1) Personal Drive, 2) Optimism, For the purpose of this study, the items have been adapted to fit the specific context and are presented in reported speech, aligning with the study's focus and ensuring clarity in interpretation.

| **Range of Mean** | **Descriptive Levels** | **Interpretation** |
| --- | --- | --- |
| 4.20 - 5.00 | Very High | This means that the self-motivation of HUMSS students is always evident. |
| 3.40 - 4.19 | High | This means that the self-motivation of HUMSS students is often evident. |
| 2.60 - 3.39 | Average | This means that the self-motivation of HUMSS students is sometimes evident. |
| 1.80 - 2.59 | Low | This means that the self-motivation of HUMSS students is rarely evident. |
| 1.00 - 1.79 | Very Low | This means that the self-motivation of HUMSS students is never evident. |

The second part of the questionnaire consisted of the dependent variable, Academic Performance Questionnaire (APQ) by Agujitas (2019) that corresponds to and measures the variable of Academic Performance. It consists of 10 items, which are then categorized into two indicators of Academic Performance, namely: 1) Student Achievement, 2) Attendance Rate. For the purpose of this study, the items have been adapted to fit the specific context and are presented in reported speech, aligning with the study's focus and ensuring clarity in interpretation.

| **Range of Mean** | **Descriptive Levels** | **Interpretation** |
| --- | --- | --- |
| 4.20 - 5.00 | Very High | This means that the Academic performance of HUMSS students is always evident. |
| 3.40 - 4.19 | High | This means that the Academic performance of HUMSS students is often evident. |
| 2.60 - 3.39 | Average | This means that the Academic performance of HUMSS students is sometimes evident. |
| 1.80 - 2.59 | Low | This means that the Academic performance of HUMSS students is rarely evident. |
| 1.00 - 1.79 | Very Low | This means that the Academic performance of HUMSS students is never evident. |

## Data Gathering Procedure

This section details the procedures the researcher will follow to conduct the study. First, the researcher will send a formal request to the heads or principals of the selected private schools, seeking permission to carry out the study and to identify potential respondents. Data collection will only begin after receiving the required authorization.

Before the collection of data, the researcher will ensure that the nature and goal of the study are disclosed to the respondents. More importantly, the researcher must obtain a duly signed Informed Consent Form (ICF) from the respondents ensuring that the sum and substance of the study is read and understood before distributing the questionnaires for data gathering. Lastly, once the survey questionnaires are retrieved, there will be data tabulation, treatment, analysis, and interpretation. The information will be presented in tables, and to be followed by a discussion of the associated implications.

## Statistical Tools

In this study, the researchers collected and recorded the responses from HUMSS students. The researchers then used three statistical tools to analyze the data: Mean, Standard Deviation, and Pearson Product Moment Correlation.

**Mean**. The mean was the average of the given set of data. In this study, it was used to find the average responses and determine the impact of Self-Motivation on the Academic Performance of students.

**Standard Deviation**. This will be used to measure the variance or dispersion of the mean of this study’s variables.

**Pearson Product - Moment Correlation.** The Pearson product moment correlation (also known as Pearson's correlation) was a measure used to determine the relationship according to the strength and direction of association between two quantitative variables measured on a scale of at least one interval. It was used to determine the relationship between two variables, namely: Self-Motivation (independent variable) and Academic Performance (dependent variable) of students.

## Ethical Considerations

The researchers will follow the ethical guidelines set by Holy Child College of Davao. The goal of the study is to check the accuracy of the data and correct any mistakes. The study will also ensure that it doesn't cause any harm or risks to the participants. The researcher will keep all data confidential and protect the participants' privacy and anonymity. They will explain how the data will be handled and ensure that participation is voluntary. Participants will fully understand the study and their role in it. Most importantly, participants can choose to withdraw from the study at any time and will have enough time to complete the survey.

**Social Value.** The findings of the study on the Significance of Self-Motivation on the Academic Performance of Senior High School HUMSS Students can contribute to shaping educational policies and practices that emphasize the development of self-motivation among learners. The findings can help schools implement programs such as motivational seminars, peer mentoring, or personalized academic support that encourage students to take an active role in their learning. On a personal level, the research can help students understand the importance of self-motivation in achieving academic success and equip them with strategies to overcome challenges. This can lead to improved academic performance, better preparedness for future endeavors, and a stronger sense of self-discipline, fostering overall personal and academic growth.

**Informed Consent.** Consent will be obtained from senior high school HUMSS students who will join this study about how self-motivation affects

their academic performance. A clear letter explaining the study’s purpose, process, and who can join will be given to the students. The researcher will make sure the participants understand the study, what they will do, and any possible benefits or risks. They will also be informed about their rights, such as keeping their information private, asking questions, choosing to participate voluntarily, and leaving the study at any time without any problems.

**Vulnerability of the Research participants.** It is acknowledged that the participants, senior high school HUMSS students, may feel sensitive about sharing information related to their academic performance. To address this, participants will be clearly informed of their right to withdraw from the study at any time without any negative consequences. The researcher will ensure that participation is entirely voluntary and will take careful steps to maintain a supportive and respectful environment throughout the research process. The well-being of the participants will be a priority, and all efforts will be made to protect their privacy and confidentiality. Ultimately, the decision to participate will rest solely with everyone.

**The Risk, Benefits, and Safety.** The researcher will take steps to ensure the safety and comfort of the senior high school HMS students participating in this study. Participants will be treated with respect, and their privacy will be protected by using codes instead of names for confidentiality. While there are minimal risks, such as discomfort in discussing financial matters, these will be addressed by providing a supportive and understanding environment. The study aims to benefit participants by helping them reflect on how self-motivation affects their academic performance, potentially leading to better academic achievement. Additionally, the findings can guide schools and

policymakers in creating programs to support student performance. The results of the study will be shared responsibly with relevant institutions to ensure transparency and to contribute to improving student support systems..

**Privacy and Confidentiality of Information.** The privacy of senior high school HUMSS students participating in this study will be fully protected. All information collected through surveys will be treated as confidential and safeguarded under the Data Privacy Act of 2012. To ensure anonymity, responses will be coded instead of using names, and access to the data will be restricted unless the participants give their consent. Any digital files generated from the study will also remain anonymous. After the study is completed and published, all physical copies of the survey questionnaires will be securely destroyed to ensure that no personal information is disclosed.

**Justice.** The researcher will take full responsibility for covering all expenses related to this study, ensuring that no other individual or group is burdened with these costs. To ensure fairness, participants will be selected based solely on the study's inclusion and exclusion criteria, giving everyone an equal opportunity to participate. The researcher will prioritize respecting the rights and well-being of the participants throughout the study. The research is designed to minimize any potential risks to the students while focusing on providing valuable insights that may benefit them and contribute to broader efforts in supporting students' academic performance.

**Transparency.** The participants in this study will be given informed consent forms that clearly explain the research's goals and purpose. The researcher will prioritize openness throughout the study, ensuring that

participants understand the process and allowing them to re-consent if needed. The findings of the study will be shared with honesty, and participants will have the option to receive a summary of the results if they wish. Additionally, they will be informed of any new information discovered during the study and will be encouraged to contact the researcher with any questions or concerns they may have.

**Adequacy of Facilities.** The researcher will ensure that the study is conducted in a location that is suitable and equipped with the necessary resources. The school library will serve as a key resource, offering internet access to gather relevant online information and stay updated on financial-related topics. Additionally, the library contains books, journals, and research papers from previous studies, which will provide valuable references for the researcher. The availability of these facilities, along with online resources provided by the school, will support the successful completion of the study.

**Community Involvement.** The primary aim of this study is to highlight the significance of self-motivation as a key factor influencing the academic performance of senior high school HUMSS students. The outcomes of the research will provide valuable insights not only for the students but also for educators and school administrators, as fostering self-motivation can greatly impact teaching methods and learning outcomes. Upon completion, the study intends to disseminate its findings within the school and local community, focusing on addressing challenges related to student motivation and promoting strategies for academic success.

# CHAPTER 3 RESULTS ANDISCUSSION

This chapter presents the results of the survey conducted by the researchers. Each indicator is discussed and interpreted. Results for each are discussed followed by the overall interpretation.

**Level of Self-Motivation of HUMSS Students**

Table 3 presents the data on the respondents’ level of self-motivation. The table categorizes self-motivation into two indicators with corresponding mean and standard deviation: Personal Drive has a mean of 4.07 with a standard deviation of 0.94, which falls under the high category and Optimism has a mean of 3.97 with a standard deviation of 0.95, also categorized as high. Results show an overall mean of 4.02, which is interpreted as indicating that the student's level of Self-motivation is high.

***Personal Drive***. This category has a mean of 4.07, with a range of mean 3:80-4.26, which is described as high, which means that HUMSS students generally exhibit a strong sense of motivation in their personal endeavors. Within this indicator, the highest mean score (4.26) is observed in students "feeling happy when receiving positive feedback", which indicates that encouragement from peers and mentors significantly influences their motivation. The lowest score (3.80) is seen in "Stating enjoyment in accepting responsibility for new projects", though still classified as high. This suggests that while students are motivated, they may require additional encouragement or incentives to take initiative in new projects. Results showed an overall mean of 4.07, which was reported as high. This suggests that the students were highly engaged in their personal growth. This finding is supported by Sarumi (2023), who emphasized that personal drive is the inner force that propels students to achieve their goals and excel, particularly in academics. Sarumi highlighted that students with a growth mindset are more likely to embrace challenges, learn from failures, and continuously strive for improvement, fostering resilience and determination.

***Optimism***. This category has a mean of 3.97, with a range of mean 3:62-4.11, which is still high, indicating a generally optimistic outlook. Within this indicator, the highest mean score (4.11) is for "Pushing oneself to work even when feeling like giving up", implying that students possess resilience and perseverance in the face of challenges. However, "Not expecting colleagues’ help to complete work" received the lowest mean score (3.62), indicating that while students exhibit self-reliance, they may still prefer collaboration or rely on peer support to some extent. The result showed an overall mean of 3.97, which was reported as high. This indicates that the students were significantly motivated to maintain a positive outlook on their academic journey, focusing on potential success rather than setbacks (Warner, 2019). This interpretation is backed by the study conducted by Cherry (2024), which emphasizes that optimism in self-motivation helps students maintain their drive when pursuing academic goals by fostering a growth mindset. Optimistic students are more likely to embrace challenges, make efforts to learn, and adapt even in difficult situations. Ultimately, enhancing resilience and commitment to academic success (Moore, 2019).

## Table 3

**Level of Self-Motivation of HUMSS Students**



**Personal Drive Mean SD Description**



| 1. Stating enjoyment in accepting responsibility for new projects due to interest and willingness. | 3.80 | 0.93 | High |
| --- | --- | --- | --- |
| 2.Expressing eagerness to learn new skills that will help in work. | 4.19 | 0.91 | High |
| 3.Indicating high motivation to achieve and excel. | 4.03 | 0.98 | High |
| 4. Feeling happy when receiving positive feedback from team members. | 4.26 | 0.91 | High |
| 5. Being open to constructive criticism and committed to self-improvement. | 4.09 | 0.97 | High |
| **Category Mean** | **4.07** | **0.94** | **High** |



**Optimism Mean SD Description**

| 1.Taking feedback from colleagues for self-enhancement. | 4.03 | 0.96 | High |
| --- | --- | --- | --- |
| 2. Pushing oneself to work and completing tasks even when feeling like giving up. | 4.11 | 0.91 | High |
| 3.Persisting with tasks despite setbacks and obstacles at work. | 4.03 | 0.98 | High |
| 4.Training oneself to stay focused and not be affected by criticism or distractions. | 4.06 | 0.90 | High |
| 5. Not expecting colleagues’ help to complete work. | 3.62 | 1.09 | High |
| **Category Mean** | **3.97** | **0.95** | **High** |
| **Overall Mean** | **4.02** | **0.95** | **High** |

**Level of Academic Performance of HUMSS students**

Table 4 presents the data on the respondents’ level of Academic Performance. The table categorizes Academic Performance into two indicators with corresponding mean and standard deviation: Student Achievement has a mean of 3.91 with a standard deviation of 0.89, which falls under the high category and Attendance Rate has a mean of 4.11 with a standard deviation of 1.00, also categorized as high. Results show an overall mean of 4.01, which is interpreted as indicating that the student's level of Academic Performance is high.

***Student Achievement***. This category has a mean of 3.91, with a range of mean 3:47-4.10 which is described as high, This suggests that students generally perform well academically and demonstrate strong commitment to their studies. Within this indicator, the highest mean score (4.10) is observed in students "Doing strategies for developing an excellent output", shows that students actively enhance their performance. The lowest score (3.47) is seen in "Keeping a high grade to stay at the top.", though still classified as high. This suggests some struggle with consistently maintaining top grades. Results showed an overall mean of 3.91, which was reported as high. This suggests that the students demonstrate a strong level of academic achievement, meeting learning objectives and maintaining good academic performance. This finding is supported by Colmar et al. (2019), who stated that students’ achievement is positively correlated with academic performance, as it reflects their ability to meet academic demands through skills, knowledge, and resilience.

***Attendance Rate***. This category has a mean of 4.11, with a range of mean 3:88-4.45 which is described as very high, This suggests that students  attend classes regularly and show strong academic commitment. Within this indicator, The highest mean score (4.45) in "Regularly going to classes" indicates that students prioritize attending school consistently, reflecting strong academic commitment. The lowest score (3.88) in "Always being on time in school," though still high, suggests that while students attend regularly, some struggle with punctuality. Results showed an overall mean of 4.11, which was reported as high. This suggests that the students demonstrate strong attendance and commitment to their academic responsibilities. This finding is supported by Lukkarinen et al. (2016), who emphasized that class attendance is positively related to student performance, as regular attendance enhances engagement and comprehension, leading to better academic outcomes.”