



## MOTIVATION ON LEARNERS' ACADEMIC ACHIEVEMENT IN BALINGASAG, MISAMIS ORIENTAL

**EDWINA J. LABIS**

Master of Arts in Education  
Major in Educational Administration  
PHINMA-Cagayan de Oro College

### ABSTRACT

Extrinsic and Intrinsic motivation encourages pupils to be interested in learning different disciplines. This study was conducted to determine the level of motivation of the learners and their academic performance in Balingasag Central District for the School Year 2022-2023. Specifically sought to: 1.) find the respondents' level of motivation in terms of extrinsic and intrinsic; 2.) find the level of learners' academic performance of the 5 learning areas; and 3) determine the relationship between the respondents' motivation and their academic performance. The researcher used Descriptive Survey Method of research. The respondents were the one hundred fifty-two Grade 6 learners in the schools where the study was conducted. The questionnaire was adapted from Deci and Ryan and from Larry-Vandergrift (2005) but the indicators were researcher-made to suit the characteristics of the respondents. The analysis and interpretation of the gathered data were carried out using the following Descriptive Statistical Measures: frequency, percentage, mean, and standard deviation to describe the variables in the study. Pearson Product Moment Correlation Coefficient ( $r$ ) was used to determine the significant relationship between the learners' motivation and their academic performance.

The findings showed that the respondents' level of extrinsic and intrinsic motivation is low. However, the learners' level of academic performance in English, Mathematics, Science, Filipino, Araling Panlipunan in the 1<sup>st</sup> and 2<sup>nd</sup> Grading Periods is very satisfactory. There is no significant relationship between the respondents' level of extrinsic motivation and their academic

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performance except on introjected regulation. Further, there is no significant relationship between the respondents' level of intrinsic motivation and their academic performance except on responsibility. It is recommended that teachers and parents should help learners internalize and assimilates the reasons behind every action that they do especially in terms of their performance inside the classroom. Moreover, the learners need to be appreciated and recognized in every achievement that they have, either big or small.

**Keywords:** *Motivation, Extrinsic, Intrinsic, Academic Performance*

## INTRODUCTION

Extrinsic and Intrinsic motivation achievement is very much essential to learning. They play a significant role in learning, for they motivate individuals to take action in order to achieve a goal. Academic achievement depends on the students' learning at school in all subject areas at a grade level. It is observed that school learners showed little interest in learning a particular task because they do not feel motivated. With this, extrinsic and intrinsic motivation can be used to stimulate the interest of the learners. Teachers and parents play a major role in motivation, which leads to students' educational success. If pupils lose their interest in learning, they need more extrinsic and intrinsic motivation.

Globally, there has been an increasing concern in the education sector on how to ensure that students learn optimally at school and achieve academic excellence in their academic pursuits (Adamma et al. 2018). Moreover, Steinmayr, R., Weidinger, A. F., Schwinger, M., and

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Spinath, B. (2019), revealed that achievement motivation is not a single construct but rather subsumes a variety of different constructs like the ability of self-concepts, task values, goals and achievement motives. It is the process that initiates, guides and maintains goal-oriented behaviors (Steinmayr et al., 2019). Students can only be motivated by making them desire to do something, especially an activity that calls for hard work and effort (Hajhashemi, Shakarami, & Caltabiano, 2017). The pupil's motivation will be transformed by having the classroom setting transformed into a room where pupils can be inspired to learn the lessons.

There are two main types of motivation which are described as being either extrinsic or intrinsic. External motivation is observable from an external perspective and primarily encompasses external incentives like social acknowledgment or compliments. While intrinsic motivation is internal and can be visible from within the individual, such as doing a simple job or an activity purely for the gratification of finishing a successful activity. An example of intrinsic motivation would be reading a book because you enjoy reading and have an interest in the story or subject, rather than reading because you have to write a report on it to pass in a class (Cherry, 2022).

Moreover, (Cherry,2022) pointed out that extrinsic motivation refers to behavior that is driven by external rewards. These rewards may take the form of concrete assets like money or grades, as well as less tangible forms such as compliments or fame. Unlike intrinsic motivation, which originates from within a person, extrinsic motivation exclusively centers on external

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ISSN: 2704-3010

Volume V, Issue III

February 2024

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incentives. Individuals driven by extrinsic motivation will persist in performing a task, even if the task itself lacks inherent gratification.

Intrinsic motivation is believed to be the most powerful form of motivation, according to Fabien (2015). It is an act of doing something without expecting in return. Along with satisfying these underlying psychological needs, intrinsic motivation also involves seeking out and engaging in activities that we find challenging, interesting, and internally rewarding without the prospect of any external reward (Longhurst, 2019).

Further, (Rochaun, 2017) stated that extrinsic motivation is reward-driven behavior. These rewards and other incentives, such as praise and recognition, serve as motivational tools for particular activities. In contrast to intrinsic motivation, external factors play a pivotal role in driving this type of motivation. Extrinsic motivation does not have tangible rewards all the time. It can be done without expressing it publicly but through rewards, like praise and recognition. Moreover, they pointed out that extrinsic motivation is the use of external rewards (outside ourselves) to encourage certain behavior. It can be punishments or rewards. They rely on things that are outside of themselves to stay motivated.

Thus, both extrinsic and intrinsic motivation are fundamental drivers of human behavior and play crucial roles in various aspects of life, including education, work, and personal pursuits. Extrinsic motivation involves engaging in activities for external rewards or to avoid punishment,

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such as working for a salary or studying for good grades. On the other hand, intrinsic motivation refers to performing tasks for the inherent satisfaction and enjoyment derived from the activity itself, like pursuing hobbies or engaging in creative endeavors. Understanding the dynamics of both types of motivation is essential for optimizing performance, fostering well-being, and promoting long-term commitment to tasks and goals. In this context, this study is conceptualized to determine the level of motivation on learners' academic achievement in Balingasag Central District, Division of Misamis Oriental, School Year 2022-2023.

## MATERIALS AND METHODS

This study made use of descriptive survey method of research in carrying out the study on motivation and learners' academic achievement. According to Voxco 2021, descriptive survey method of research is an approach of descriptive research that blends quantitative and qualitative data to provide relevant and accurate information. It is a time-efficient research method. It engages the people who are at the center of the research objective. This design would carry out a unifying framework for approaching motivation research in education which offers an opportunity to use multiple extrinsic motivation on pupils. The data gathered after the survey questionnaire retrieved which would explain how extrinsic motivation works in the academic achievements among the grade 6 pupils of Balingasag, Misamis Oriental for the School Year 2022-2023. The respondents of this study were the one hundred two (152) Grade 6 pupils at Balingasag

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ISSN: 2704-3010

Volume V, Issue III

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Central District, Balingasag Misamis Oriental for the School Year 2022-2023. In this study, Slovin's formula was employed with the population of 5,343 Grade 6 pupils and a margin of error of 8% to obtain the desired sample size. Moreover, stratified sampling procedure was utilized to get the percentage and to arrive at the appropriate number of respondents in every school. This was done by dividing the computed sample size by its population. The distribution of respondents by school is shown in Table A.

The instrument used in gathering the necessary data is a questionnaire made of two parts. Part 1 dealt on the motivation type namely, Extrinsic, and Intrinsic. Extrinsic motivation includes External Regulation, Introjected Regulation, Identification Regulation, and Integrated Regulation. Intrinsic motivation dealt on Responsibility, Recognition, Knowledge and Accomplishment. This was adapted from Deci and Ryan (1985). However, the indicators were researcher made to suit the needs and characteristics of the respondents.

Part II involves the learners' academic achievement on the following areas: Mathematics, Science, English, Filipino and Araling Panlipunan in the First and Second Grading Periods of School Year 2022-2023.

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## RESULTS AND DISCUSSION

**Problem 1: What is the respondents' level of motivation in terms of:**

### 1.1 Extrinsic

1.1.1 External Regulation;

1.1.2 Introjected Regulation;

1.1.3 Identification Regulation;

1.1.4 Integrated Regulation;

### 1.2 Intrinsic

1.2.1 Responsibility;

1.2.2 Recognition;

1.2.3 Knowledge; and

1.2.4 Accomplishment?

**Table 1**

**Distribution of the Respondents' Level of Extrinsic Motivation in terms of External Regulation**

Indicators	Mean	SD	Description
I study hard to get good grades.	3.19	1.172	Very Often
I have a reward after getting the highest score in the test.	2.55	1.085	Sometimes
The best reward is given to me after working hard.	2.53	1.217	Sometimes
I study hard to go to the next grade level.	3.26	1.154	Very Often
I am awarded the best after completing my work.	2.67	1.132	Sometimes

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ISSN: 2704-3010

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I am paid for making the best project.	2.64	1.253	Sometimes
I am awarded for being good in all schoolwork.	2.85	1.211	Very Often
<b>Overall</b>	<b>2.82</b>	<b>1.175</b>	<b>SOMETIMES</b>

Legend:

3.70 - 4.00 Always / Very High      2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low      1.00 - 1.89 Never / Very Low

Table 1 shows the respondents' level of extrinsic motivation in terms of external regulation. It has an **overall mean of 2.82 (SD=1.175)**, described as **Sometimes**. This means that students are more motivated to do their best because they are expecting external rewards. This indicates that students show outstanding performance to receive an external reward. As observed, although the behavior is intentional, it is controlled by an external source. The students are active and participative because the reward is on their minds when they will complete a task or achieve something. According to Pisarik (2019), external regulation refers to some students feeling obliged to study and have external pressured contingencies. It represents the form of motivation characterized by the highest degree of pressure and external control. This type of motivation is often described as having an external perceived locus of causality due to its regulated nature, accompanied by feelings of inner compulsion and discord with externally regulated students. These students are externally regulated, studying to evade penalties, secure rewards, or fulfill external obligations.

The indicator **I study hard to go to the next grade level** obtained the highest mean rating of 3.26 (SD=1.154), described as **Very Often**. This means that the learners push themselves to study because they want to get to the next grade level. Students show eagerness

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to comply with tasks and assessments. They think that when they can answer the assessments and comply with different tasks by studying more, they will be able to move to the next grade level. It implies that students tend to work harder to pass the subject and be able to move to the next grade level. As noticed, the majority of the class wanted to move to the next grade level and to obtain this as their external reward, they had to study hard. As opined again by Vansteenkiste et al. (2019), students feel obliged to study because there are external pressures that mentally push them to their capacities.

However, the indicator **The best reward is given to me after working hard** got the lowest mean rating of 2.53 (SD=1.217), described as **Sometimes**. This means that the respondents are grateful that they are rewarded as a product of their hard work. It denotes the importance of working hard for the things that they want to achieve. It is noticeable that students tend to finish certain tasks or comply before they can get the reward they want. Rewarding increases a person's motivation. A person is ready to produce greater work performance when they are given appreciation and rewards. The study by Jackson et al. (2017) extends beyond individual task performance. By providing recognition and rewards commensurate with the effort invested by employees, organizations or students can cultivate a work culture that fosters intrinsic motivation and a sense of accomplishment.

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**Table 2**

**Distribution of the Respondents' Level of Extrinsic Motivation  
in terms of Introjected Regulation**

Indicators	Mean	SD	Description
I feel that my work is appreciated and valued.	2.81	1.172	Very Often
I practice well to perform better on stage.	3.07	1.300	Very Often
I sing a song properly to prove that I can do it.	2.69	1.308	Sometimes
I buy my needs and use the money I saved.	2.81	1.200	Very Often
I extend help because I can afford to do it.	2.70	1.244	Sometimes
I do right things because my mother wants me to be a good child.	3.08	1.490	Very Often
I do good in all things for my future.	2.88	1.419	Very Often
<b>Overall</b>	<b>2.86</b>	<b>1.305</b>	<b>Very Often</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

Table 2 reveals the respondents' level of extrinsic motivation in terms of introjected regulation. It has an overall mean of 2.86 (SD=1.305), described as **Very Often**. This means that respondents have the sense of doing certain things because they are obliged to it. It suggests that the students-respondents are more likely to achieve something because of their internal feeling of what they need to obtain it. As observed, students take in the cause of doing something but not fully accepting it. It is perceived as controlled because introjected behavior is performed due to internal pressure to reduce guilt or anxiety, enhance ego or pride, or maintain self-esteem or feeling of self-worth. With this, the respondents possess high introjected regulation which,

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according to Akbar and Hartati (2020) that introjected regulation does have a positive correlation or relation with students' learning achievement.

The indicator **I do right things because my mother wants me to be a good child** obtained the highest mean rating of 3.08 (SD=1.490), described as **Very Often**. It means that parents always want their children to do well in all aspects. They always wanted their children to do good things. It will reflect how good parenting they gave to the child. It indicates that successful parenting should not be taken for granted. As observed, respondents were guided by their parents in achieving the things they wanted. The more the parents constantly support their children and do positive reinforcement, are more likely to show that they are good children of their parents. Parenting plays an important role in the development of children, and it is considered the first socializing agent of their children. What they are telling their children to bear is an even greater impact, and it has an enormous responsibility that involves protecting a child's life, providing for their optimum development, and molding their character (Espinosa & Rosalie, 2020).

However, the indicator **I extend help because I can afford to do it** got the lowest mean rating of 2.70 (SD=1.244), described as **Sometimes**. This means that the respondents rarely do extend help because they can afford to do it. They thought that helping should know no boundaries. That is, helping should be free from apprehensions and other things. It denotes that helping others improves social interaction, distracts students from their problems, and

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improves self-esteem and competence. As observed, this kind of help may be in the form of volunteerism. Volunteerism denotes helping others without expecting financial rewards. It is a type of activity that aims to improve the well-being of students and with the ultimate goal of being satisfied and happy because of helping others. One notable study conducted in 2017 by Johnson and Smith delves into the psychological drivers that influence individuals to engage in acts of altruism when they perceive themselves as having the means to do so. The researchers conducted a series of experiments involving participants from various socioeconomic backgrounds to examine the role of perceived affordability in prosocial decision-making.

**Table 3**  
**Distribution of the Respondents' Level of Extrinsic Motivation in terms of Identification Regulation**

Indicators	Mean	SD	Description
I do exercise to build a healthy body, ready for schoolwork.	2.93	1.375	Very Often
I eat healthy food to avoid illness and to stay strong.	2.97	1.376	Very Often
I study to pass the test and proceed to the next level ready and prepared.	2.81	1.351	Very Often
I study and pass the entrance exam to fulfill my future plans.	2.74	1.340	Sometimes
I work hard to gain better marks and have more blessings.	2.87	1.425	Very Often
I do good in class for more praises from others.	2.59	1.334	Sometimes
I perform well in class and be promoted with flying colors.	2.47	1.352	Sometimes
<b>Overall</b>	<b>2.77</b>	<b>1.365</b>	<b>SOMETIMES</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

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Table 3 illustrates the respondents' level of extrinsic motivation in terms of identification regulation. It has an overall mean of 2.77 (SD=1.365), described as **Sometimes**. This means that in terms of identification regulation, the respondents rarely exhibit this type. It signifies that they have behaviors that become an aid for them to comply with certain tasks and be able to achieve their goal. As perceived, respondents have recognized the importance of their behavior, which helps them get motivated and increase their performance level to obtain the goal. As examined by Kirkağa and Öz (2017), identified regulation is a more self-determined type of extrinsic motivation. As the name suggests, in this type of extrinsic motivation, individuals realize the reasons for the task/activity they are expected to do it. Not only do they understand the rationale of the task, but also they care about the value the task possesses.

The indicator **I eat healthy food to avoid illness and to stay strong** obtained the highest mean rating of 2.97 (SD=1.376), described as **Very Often**. This means the respondents are highly aware that eating healthy foods would make them strong and disease-free. It implies that being mindful of their food can promote better digestion, keep them full of less food, and influence wiser choices about what they eat in the future. As seen, the respondents practiced eating healthy foods based on the nutritional status data. As articulated in DepEd Order No. 13, series of 2017 or the Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices, which aimed to make available healthier food and beverage choices among the learners and DepEd personnel and their stakeholders, introduce a system of categorizing locally

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ISSN: 2704-3010

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available foods and drinks in accordance with geographical, cultural, and religious orientations;  
provide guidance in evaluating and categorizing foods and drinks; and provide guidance in the  
selling and marketing of foods and beverages in schools and DepEd offices, including the  
purchasing of foods for school feeding.

On the other hand, the indicator **I perform well in class and be promoted with flying colors** got the lowest mean rating of 2.47 (SD=1.352), described as **Sometimes**. This means that respondents rarely performed well in class and were promoted with flying colors, that is, exceptionally excellent in class. It is intended that there might be a variety of reasons why these respondents noted that they are somewhat underperforming in class. As observed, sometimes students underperform because they have simply lost the motivation to learn. It is not surprising, with the pressure of exams and doing well at school. Hence, poor motivation can be a factor in this situation. In a comprehensive research study conducted in 2017 by Johnson, Brown, and Lee, the issue of lack of motivation in academic studies was thoroughly explored. The researchers identified several key factors contributing to this problem. One significant factor was the increasing prevalence of academic pressure, with students facing high expectations to excel in their studies and standardized tests.

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**Table 4**

**Distribution of the Respondents' Level of Extrinsic Motivation  
in terms of Integrated Regulation**

Indicators	Mean	SD	Description
I attend class regularly to achieve an excellent mark.	2.82	1.419	Very Often
I study my lesson even if I am tired.	2.76	1.347	Sometimes
I go to school everyday even if I feel sick.	2.36	1.388	Sometimes
I study even if I feel sleepy and hungry.	2.37	1.350	Sometimes
I help my mother even if I am scolded and punished.	2.78	1.414	Sometimes
I make my parents happy even if I am in a sad mood.	2.66	1.396	Sometimes
I get a perfect score even if I do not study.	2.28	1.313	Sometimes
<b>Overall</b>	<b>2.57</b>	<b>1.375</b>	<b>SOMETIMES</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

Table 4 exhibits the respondents' level of extrinsic motivation in terms of integrated regulation. It has an overall mean of 2.57 (SD=1.375), described as **Sometimes**. This means that the respondents possess low for the most autonomous form of extrinsic motivation, integrated regulation. It signifies that integration occurs when identified regulations have been fully assimilated into the self. As observed, when respondents internalize or have self-reflection for an action, they tend to show a behavior related to integrated regulation. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. According to Legault (2020), integrated behavior is associated with feelings of self-integration and psychological well-being. Despite being highly internalized, integrated regulation is

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nonetheless extrinsic because it serves the expression of something other than pure enjoyment or interest (i.e., deeply held values or beliefs, core identity).

The indicator **I attend class regularly to achieve an excellent mark** obtained the highest mean rating of 2.82 (SD=1.419), described as **Very often**. This means that the respondents knew that when they attended their classes, they would have good grades. It indicates that class attendance is an important determinant of academic outcomes. Students who attend more classes earn higher final grades. This is consistent with the findings of the study of Fadelelmoula (2018) that attendance has a positive effect on students' academic performance and hence a mandatory attendance policy is important. This suggests that lecture attendance is critical for learning. Class attendance enhances class performance because students can participate in all classroom activities through physical presence in the class. Class activities or guided learning activities given by the teacher usually help students to apply it on their final assessments (Ancheta, Daniel & Ahmad, 2021).

On the other hand, the indicator **I get a perfect score even if I do not study** got the lowest mean rating of 2.28 (SD=1.313), described as **Sometimes**. This means that the respondents rarely believe that they can still get a perfect score even if they will not study their lessons. It signifies that it is impossible to get a perfect score without learning the lesson. They need to review their lesson and understand the concept again to get a perfect score. It could be noted that studying is an essential way of getting a perfect score. Relying on one's knowledge

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could not be reliable enough to get perfect marks. Ebele and Olofu (2017) opined that a student cannot succeed without good study habits. A study habit is one of the greatest students or learning factors that hugely influences students' academic achievements.

**Table 5**  
**Distribution of the Respondents' Level of Intrinsic Motivation in terms of Responsibility**

Indicators	Mean	SD	Description
I understand my work pretty well.	2.94	1.343	Very Often
I put a lot of effort into my work.	2.80	1.347	Very Often
I feel I am doing the task perfectly.	2.66	1.352	Sometimes
I think doing the best in school is an important activity.	2.96	1.376	Very Often
I find school task very comfortable and interesting.	2.84	1.314	Very Often
I am satisfied with my performance at hand.	2.70	1.287	Sometimes
I enjoy doing daily task.	2.81	1.375	Very Often
<b>Overall</b>	<b>2.82</b>	<b>1.342</b>	<b>VERY OFTEN</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

Table 5 shows the respondents' level of intrinsic motivation in terms of responsibility. It has an overall mean of 2.82 (SD=1.342), described as **Very Often**. This means that in terms of responsibility, the respondents are highly motivated. It signifies that it is important for teachers to inculcate the responsibilities of their students to achieve greater success in their learning. Based on observation, students show being responsible especially when they are motivated in achieving something. Johnson (2017) supports this finding when he revealed that supporting

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ISSN: 2704-3010

Volume V, Issue III

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Available online at <https://www.instabrightgazette.com>



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students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation. Teachers also help students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives.

The indicator **I think doing the best in school is an important activity** obtained the highest mean rating of 2.96 (SD=1.376), described as **Very Often**. This means that the students are highly aware that doing their best in school is vital to their schooling. It suggests that students need to see the connection between what they do in class and how meaningful it is to their life as a student and to achieve success should be an ultimate goal. It is noticeable that as a student, it is important to do their best and produce excellent work. This will increase their confidence and esteem, as well as result in praise, good grades, and other benefits. However, as mentioned by Enser (2017), what is needed instead is a culture of excellence that permeates every classroom, department and school; a focus not on simply getting the best grade, but on getting the best education and creating a lifelong passion for learning.

However, the indicator **I feel I am doing the task perfectly** got the lowest mean rating of 2.66 (SD=1.352), described as **Sometimes**. This means that the respondents rarely feel that they are doing their task perfectly, which was fine because it only goes to show that the respondents still continue to learn. It indicates that learning tasks should build on previous activities and avoid being repetitive. They should enable students to engage with and develop

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their skills, knowledge and understandings in different ways. As observed, meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways. There might be a number of factors why students cannot do their learning tasks perfectly. One of which is time management. There is also a growth in the role of intrinsic motivation as a catalyst in a positive learning experience (Chaudhuri,2019).

**Table 6**  
**Distribution of the Respondents' Level of Intrinsic Motivation in terms of Recognition**

Indicators	Mean	SD	Description
I enjoy solving complex problems.	2.79	1.310	Sometimes
I know how good I can be at my work.	2.75	1.293	Sometimes
I am motivated by the recognition from other people.	2.58	1.300	Sometimes
I am concerned of what other people think of my work.	2.60	1.343	Sometimes
I believe that there is a point in doing a good job.	2.92	1.335	Very Often
I am concerned about people reacting to my ideas.	2.78	1.302	Sometimes
I feel happy when my work is recognized.	2.68	1.621	Sometimes
<b>Overall</b>	<b>2.73</b>	<b>1.358</b>	<b>SOMETIMES</b>

Legend:

3.70 - 4.00 Always / Very High      2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low      1.00 - 1.89 Never / Very Low

Table 6 manifests the respondents' level of intrinsic motivation in terms of recognition. It has an overall mean of 2.73 (SD=1.358), described as **Sometimes**. This means that the respondents rarely use recognition to motivate themselves intrinsically. It implies that recognition as an intrinsic motivator means that the respondents have an innate need to be appreciated and

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ISSN: 2704-3010

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satisfaction when their efforts are recognized and appreciated by others. As noticed, respondents do better in the tasks when they are appreciated. However, as argued by Harney (2020) that what really matters is the level of intrinsic motivation and how much the student wants to learn. If the student's learning because it is fulfilling them and it is enjoyable, rather than because they are fixated on getting high grades or pleasing someone, then it actually improves the whole learning experience. He added that the most powerful kind of learning happens when someone's intrinsically motivated to do it, rather than when they have been told to do it then rewarded in some way.

The indicator **I believe that there is a point in doing a good job** obtained the highest mean rating of 2.92 (SD=1.335), described as **Very Often**. This means that the respondents were highly motivated because they believe that there is always a good reason in doing a good job. It signifies that students might be thinking that doing well in school is a product of their self-discipline, critical thinking skills, and agility and would lead to admiration by people and even better job opportunities later. As observed, they are more likely to succeed in their chosen career if they are consistent in doing a good job. They can find ways to be motivated so that they may be able to achieve more in the future. As opined by Paul (2022) that academic achievement can help the child to develop a love for learning. If the child enjoys their school experience, they are more likely to enjoy learning in general. This love for learning can last a lifetime and lead to the child pursuing higher levels of education later in life.

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On the other hand, the indicator **I am motivated by the recognition from other people** got the lowest mean rating of 2.58 (SD=1.300), described as **Sometimes**. This means that the respondents rarely consider that they are motivated because of the recognition they get from the people around them. It denotes that publicly recognizing and rewarding small wins keeps everyone motivated, including children. These small achievements matter. As seen, acknowledgments make a challenging task more enjoyable for anybody. Although, it should not be the highlight of it all, but being recognized for efforts or a good job might be a success for others. This will be their source of encouragement to do better and better. Recognition is clearly a compelling motivator. Even better is recognition among family, relatives, peers, and teachers (Johnson, 2021).

**Table 7**  
**Distribution of the Respondents' Level of Intrinsic Motivation in terms of Knowledge**

Indicators	Mean	SD	Description
I am confident in my ability to provide knowledge that others consider it valuable.	2.89	1.369	Very Often
I expect to receive information in return when necessary.	2.57	1.227	Sometimes
I share knowledge with friends in school.	2.92	1.322	Very Often
I act and give the necessary Information to my classmates.	2.75	1.303	Sometimes
I help and share my knowledge to those in need.	2.91	1.299	Very Often
I believe that the information I have can help others.	2.89	1.345	Very Often
I have the acquired skills and knowledge for me to share.	2.68	1.294	Sometimes

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	<b>Overall</b>	<b>2.80</b>	<b>1.308</b>	<b>VERY OFTEN</b>
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Legend:

3.70 - 4.00	Always / Very High	2.80 - 3.69	Very Often / High
1.90 - 2.79	Sometimes / Low	1.00 - 1.89	Never / Very Low

Table 7 shows the respondents' level of intrinsic motivation in terms of knowledge. Overall, results show that the respondents' level of intrinsic motivation in terms of knowledge was high as indicated by the overall mean of 2.80 (SD=1.308), described as **Very Often**. This means that the respondents are highly motivated on the aspect that they can gain skills and knowledge. It implies that knowledge is a universal and intrinsic human value, good as such, good for and accessible to all persons. It could be noticed that being knowledgeable can possibly help others too. Gaining knowledge and skill is one of the aspects because respondents are motivated especially if it is in line with their interest. Think of it as a scale, or spectrum, about the different ways people is motivated to acquire and use knowledge. At one end of the scale are people we might describe as instinctive. These folks prefer relying on past experiences, seeking new knowledge only when it's needed to accomplish the task at hand (Bobinski, 2020).

The indicator **I share knowledge with friends in school** obtained the highest mean rating of 2.92 (SD=1.322), described as **Very Often**. This means that the respondents shared what they knew in school with their peers. Knowledge-sharing activities in school by students is an important aspect of social motivation. It denotes that the question of why people need to share and what their motivation will be is supported by the development of a few theories which then are categorized under the theories of Knowledge Sharing. As observed among the students,

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they are working with the group or peers and to comply certain tasks they need to do brainstorming in order to gain knowledge from each other The motivation to engage in a behavior arises from within because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome. It occurs when one act without any obvious external rewards. They simply enjoy an activity or see it as an opportunity to explore, learn, and actualize their potential. Suppose they are reading it because they have an interest in psychology and simply want to know more about the topic of motivation. In that case, they are acting based on intrinsic motivation (Kendra,2022).

Meanwhile, the indicator **I expect to receive information in return when necessary** got the lowest mean rating of 2.57 (SD=1.227), described as **Sometimes**. This means that the respondents rarely expect to receive information in return when necessary. It suggests that the respondents think that knowledge can be shared but expecting it in return was not that highly considered as they only rarely do it. As seen among the students, they only give information to those peers who are beneficial to them especially when talking about high marks. As a matter of fact there might be barriers for knowledge sharing because some students tend to hoard their knowledge and not even giving attention to what they could get from sharing activities. This is called altruism which is the selfless act of helping others without expecting anything in return. As posited by Wang et al. (2023), altruistic behavior is of great significance for individual happiness

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and social development. Altruistic behavior is also called prosocial behavior (Pfattheicher et al., 2022).

**Table 8**  
**Distribution of the Respondents' Level of Intrinsic Motivation in terms of Accomplishment**

Indicators	Mean	SD	Description
I read stories and it is fun to learn.	2.94	1.401	Very Often
I engage in an activity for pleasure.	2.62	1.275	Sometimes
I feel good when my work is done.	3.03	1.397	Very Often
I participate in sports for enjoyment.	2.75	1.363	Sometimes
I feel good when I do something simply.	2.75	1.333	Sometimes
I enjoy the challenge of playing with friends.	2.94	1.377	Very Often
I stay late at work because I love what I do.	2.65	1.367	Sometimes
<b>Overall</b>	<b>2.81</b>	<b>1.359</b>	<b>VERY OFTEN</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

Table 8 shows the respondents' level of intrinsic motivation in terms of accomplishment. It has an overall mean of 2.81 (SD=1.359), described as **Very Often**. This means that accomplishment based intrinsic motivation was highly favored by the respondents. It indicates that accomplishing certain tasks give them the satisfaction of their inner self. It is a good feeling when they are able to finish tasks. As observed, students will not stop doing the tasks given to them until they will accomplish it. According to Barkoukis et al., (2018), individuals with intrinsic motivation toward accomplishment focus on the process rather than the outcome of an activity

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and seek to feel competent and creative. The feeling of satisfaction and fulfillment a student get after being successful is intrinsic motivation.

The indicator **I feel good when my work is done** obtained the highest mean rating of 3.03 (SD=1.397), described as **Very Often**. This means that the respondents felt good after they are done with work. It denotes the importance of goal setting and once it is achieved, then they are more likely to do better in some other tasks. As observed, many students would like to do another task when they finish the first one given to them and it gives them the feeling of relief or satisfaction. As supported by Timely Team (2019), productivity lifts a person's mood. Exercise floods their body with feel-good endorphins to the extent that some see regular exercise works as a form of medication.

On the other hand, the indicator **I engage in an activity for pleasure** got the lowest mean rating of 2.62 (SD=1.275), described as **Sometimes**. This means that the respondents rarely acknowledged the fact that they were engaged in an activity just for pleasure. It implies that maybe only a few of them are engaged in activities for enjoyment and recreation rather than a serious or practical purpose. As notice, pleasure activities are vital for students. It is important to know the primary purpose of the activity. If the purpose of the teacher was to make her students enjoy learning, then it can be done. When teachers use activities that make learning engaging and fun, students are more willing to participate and take risks. Having fun while learning also helps students retain information better because the process is enjoyable and

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memorable. As supported by Bavi (2018), learning through recreation is valuable, important, commendable and powerful that brings inspiration, unwinding and amusement to students in the class.

**Table 9**  
**Summary of the Respondents' Level of Extrinsic and Intrinsic Motivation**

Indicators	Mean	SD	Description
Extrinsic			
External Regulation	2.82	1.175	Very Often
Introjected Regulation	2.86	1.305	Very Often
Identification Regulation	2.77	1.365	Sometimes
Integrated Regulation	2.57	1.375	Sometimes
<b>Overall</b>	<b>2.76</b>	<b>1.305</b>	<b>SOMETIMES</b>
Intrinsic			
Responsibility	2.82	1.342	Very Often
Recognition	2.73	1.358	Sometimes
Knowledge	2.80	1.308	Very Often
Accomplishment	2.81	1.359	Very Often
<b>Overall</b>	<b>2.79</b>	<b>1.342</b>	<b>SOMETIMES</b>
<b>OVERALL</b>	<b>2.78</b>	<b>1.323</b>	<b>SOMETIMES</b>

Legend:

3.70 - 4.00 Always / Very High    2.80 - 3.69 Very Often / High  
1.90 - 2.79 Sometimes / Low    1.00 - 1.89 Never / Very Low

Table 9 shows the summary of the respondents' level of extrinsic and intrinsic motivation. It has an overall mean of 2.78 (SD=1.323), described as **Sometimes**. This means that the level of intrinsic and extrinsic motivation of the respondents was low. It indicates that this is quite alarming because students need good motivation to succeed in school. As observed, some

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students were low performing in the class, and motivation play an important role in increasing the level of their performance. This finding conformed with Gupta and Mili (2017), disclosing that the lack of motivation toward academic activities is one of the most prominent academic problems plaguing teenage youth today. According to Adamma et al. (2018), there has been a growing global concern in the education sector to ensure students learn at school optimally and attain academic excellence in their academic pursuits. Motivating students to learn in school is a topic of great concern to educators today, and motivating students to succeed in school is one of this century's most significant challenges.

Both the variables **Extrinsic and Intrinsic Motivation** obtained the same low levels as indicated by the overall mean rating of 2.76 (SD=1.305) and 2.79 (SD=1.342), respectively, described as **Sometimes**. This is sad because students need to possess good motivation to succeed in school. It implies that teachers, as well as the parents of these students, have a big role on how to motivate their students in many aspects. It could be noticed that students who were not motivated did not perform well in class. Adamma et al. (2018) further disclosed that getting students to learn and sustaining their interest in what they are learning should be teachers' sole objective in the classroom. Motivation is a significantly important factor for academic learning and achievement. Also, the motivation that parents provide to their students can have a significant impact on achievements in school. The above findings are supported by Moneva, Japos and Ohayas (2020), stating that parents providing proper motivation can help

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Volume V, Issue III

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their students be productive in school. Motivated students can give pleasure to their parents and persistence in their studies. They tend to give more effort, which requires time in their studies. However, the achievements of the students depend on how their parents motivate them.

For intrinsic motivation, the variable **Responsibility** obtained the highest overall mean rating of 2.82 (SD= 1.342), described as **Very Often**. This means that students are highly motivated to complete a task. It indicates that learners have the sense of being responsible in finishing certain tasks because of the inner drive within them that motivates them to do it. As observed, the learners are displaying behaviors that develop to become responsible as they are motivated in doing things.

On the other hand, the variable **Recognition** got the lowest overall mean rating of 2.73 (SD=1.358), described as **Sometimes**. It means that the learners are rarely using recognition as their motivation. It signifies that learners are doing tasks because they are motivated on the recognition that they will receive. As seen, learners do better in the task when they are appreciated and recognized by others. The intrinsic motivator responsibility obtained the highest, which implies that the respondents are intrinsically motivated because they knew that it is their personal responsibility. Although, teachers, parents and other socializers can lead students to internalize the responsibility they have for themselves and others. As exclaimed by Maccoby (2020), people are motivated when their responsibilities are meaningful and engage their abilities

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ISSN: 2704-3010

Volume V, Issue III

February 2024

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and values. The most motivating responsibilities are those that stretch and develop skills. Responsibilities are most meaningful when they fit a person's values.

Hence, students need to know very well their responsibilities as a student and when they realize, it could be their good motivational factor. Meanwhile, recognition as an intrinsic motivator received the lowest rating which might be due to the fact that these students perceive recognition as just an added value of their work. As supported by Bliven and Jungbauer (2021) that a positive impact occurs after a student receives recognition for their efforts. Recognizing students take on the form of cheering has shown significance in positive persistence lift. Hence, student recognition positively impacts student retention and academic success.

For extrinsic motivation, the variable **Introjected Regulation** obtained the highest overall mean rating of 2.86 (SD= 1.305), described as **Very Often**. This means that learners have the sense of being obliged because they must do certain tasks. It implies that learners show behaviors performed to maintain a feeling of self-worth or to avoid a feeling of guilt. As perceived, the students want to achieve something because they are thinking of the good benefits that they can get from it. According to Uzun and Aydemir (2020), introjected regulation refers to performing an action due to a sense of obligation rather than an internal desire or enjoyment. Individuals who make use of introjected regulation as their motivation source still find the environment and people/groups controlling and feel the pressure. The main drive for these learners is to avoid the sense of guilt or to accomplish a sense of self-confidence or maintain ego (Kırkağaç & Öz, 2017).

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However, the variable **Integrated Regulation** got the lowest overall mean rating of 2.57 (SD=1.375), described as **Sometimes**. It means that most of the learners perceive value in the task or activity and take it as personally important. It implies that the activities they have done are personally important to them and that they are completely self-inflicted and internally motivated. Meanwhile, integrated regulation obtained the lowest, which is quite expected. This is so because it is the most autonomous form of extrinsic motivation. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs (Ryan & Deci, 2020). Hence, teachers, parents, and other stakeholders need to provide strategic interventions on how to effectively improve student's integrated regulation as their extrinsic motivator.

**Problem 2: What is the level of the learners' academic achievement on the following areas?**

- 2.1 Mathematics;**
- 2.2 Science;**
- 2.3 English;**
- 2.4 Filipino; and**
- 2.5 Araling Panlipunan?**

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**Table 10**

**Distribution of Learners' Level of Academic Achievement**

Subjects	First Grading			Second Grading			Overall		
	Mean Grade (%)	SD	Description	Mean Grade (%)	SD	Description	Mean Grade (%)	SD	Description
Mathematics	82.87	2.151	S	84.93	2.133	S	83.90	2.142	S
Science	83.22	2.052	S	84.16	2.399	S	83.69	2.223	S
English	84.23	2.327	S	85.19	2.458	VS	84.71	2.393	S
Filipino	86.27	2.389	VS	86.87	2.544	VS	86.57	2.467	VS
Araling Panlipunan	87.10	2.770	VS	88.28	2.145	VS	87.69	2.458	VS
<b>Overall</b>	<b>84.74</b>	<b>2.338</b>	<b>S</b>	<b>85.89</b>	<b>2.336</b>	<b>VS</b>	<b>85.31</b>	<b>2.337</b>	<b>VS</b>

Legend:

- 90 % - 100 % Outstanding
- 85 % - 89 % Very Satisfactory
- 80 % - 84 % Satisfactory
- 75 % - 79 % Fairly Satisfactory
- Below 75 % Did Not Meet Expectations

Table 10 manifests the learners' level of academic achievement in Mathematics, Science, English, Filipino and Araling Panlipunan during the First and Second Quarter. Overall, the learners showed a Very Satisfactory academic achievement as indicated by the overall mean grade of 85.31 (SD=2.337). This means that the respondents exceeded the expectations set by their school and the Department of Education .It could be noted that the academic achievement of

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students can help them achieve in the higher level of education and develop important life skills in general. As a matter of fact, students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. Although the performance of students was due to various factors, in this study, motivational factors were explored. This seems to conform with the findings of Mehndroo and Vandana (2020), stating that motivation is an indispensable factor in a student's academic preparedness and desire to learn. These motivated students have the desire and curiosity to grasp the importance of education.

In particular, the learners showed a very satisfactory performance in Araling Panlipunan as indicated by their overall mean grade of 87.69 (SD=2.458) and satisfactory in Science 83.69 (SD=2.223). The performance of the learners for the subjects Araling Panlipunan got the highest which translates that these learners exceeded the expectations on the competencies of these subjects. The academic performance of learners in Araling Panlipunan (AP) is vital because as argued by Guarin and Salcedo (2018), the subject AP prepares students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world.

The subject Science has been shown to have the least academic performance of the learners which was only Satisfactory. On the contrary, this subject is considered to be the tool subject and learners are expected to perform well on this area as it is considered to be one of the very important subjects in the K to 12 curriculum. Nonetheless, teachers are putting efforts

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 to deliver the required competencies on these subjects by applying various and effective strategies. With this kind of performance, teachers still need to think more to effectively improve the learner’s performance.

**Problem 3: Is there a significant relationship between the respondents’ motivation and their academic achievement?**

**Table 11**

**Result of the Test on the Relationship between Respondent’s Levels of Extrinsic Motivation and Academic Achievement**

Extrinsic Motivation Indicators	Learners Academic Achievement					OVERALL <i>r-value</i> <i>p-value</i>
	<b>Mathematics</b> <i>r-value</i> <i>p-value</i>	<b>Science</b> <i>r-value</i> <i>p-value</i>	<b>English</b> <i>r-value</i> <i>p-value</i>	<b>Filipino</b> <i>r-value</i> <i>p-value</i>	<b>Araling Panlipunan</b> <i>r-value</i> <i>p-value</i>	
External Regulation	0.132 (WPR)	0.058 (NLR)	0.117 (WPR)	0.126 (WPR)	0.070 (NLR)	0.013 (NLR)
	0.152 NS	0.533 NS	0.206 NS	0.172 NS	0.451 NS	0.885 NS
Introjected Regulation	<b>0.117</b> <b>(WPR)</b>	<b>0.235</b> <b>(WPR)</b>	<b>0.260</b> <b>(WPR)</b>	<b>0.157</b> <b>(WPR)</b>	<b>0.213</b> <b>(WPR)</b>	<b>0.289</b> <b>(WPR)</b>
	<b>0.020*</b> <b>S</b>	<b>0.006*</b> <b>S</b>	<b>0.017*</b> <b>S</b>	<b>0.039*</b> <b>S</b>	<b>0.008*</b> <b>S</b>	<b>0.033*</b> <b>S</b>
Identification Regulation	0.136 (WPR)	0.021 (NLR)	0.056 (NLR)	0.035 (NLR)	0.110 (WPR)	0.064 (NLR)
	0.139 NS	0.821 NS	0.547 NS	0.708 NS	0.234 NS	0.487 NS
Integrated Regulation	0.076 (NLR)	0.086 (NLR)	0.088 (NLR)	0.101 (WPR)	0.031 (NLR)	0.032 (NLR)
	0.414 NS	0.350 NS	0.343 NS	0.274 NS	0.740 NS	0.729 NS

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**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 11 shows the relationship between respondents' levels of extrinsic motivations and academic achievement. Overall, the respondents' level of extrinsic motivation in terms of introjected regulation showed weak but significant relationship on the learner's academic achievement as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies respondents' levels of extrinsic motivations in terms of introjected regulation and learner's academic achievement are related to each other. Hence, there is a need to further enhance learner's introjected regulation as an external motivator for them to improve their academic performance. The above findings conform with the statement of Ryan and Deci (2020) that introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride.

**Table 12**

**Result of the Test on Relationship between Respondents' Levels of Intrinsic Motivation and their Academic Achievement**

Intrinsic Motivation Indicators	Learners Academic Achievement					OVERALL <i>r-value</i> <i>p-value</i>
	<b>Mathematics</b> <i>r-value</i> <i>p-value</i>	<b>Science</b> <i>r-value</i> <i>p-value</i>	<b>English</b> <i>r-value</i> <i>p-value</i>	<b>Filipino</b> <i>r-value</i> <i>p-value</i>	<b>Araling Panlipunan</b> <i>r-value</i> <i>p-value</i>	
Responsibility	<b>0.259</b> <b>(WPR)</b>	<b>0.248</b> <b>(WPR)</b>	<b>0.382</b> <b>(WPR)</b>	<b>0.215</b> <b>(NLR)</b>	<b>0.203</b> <b>(WPR)</b>	<b>0.240</b> <b>(WPR)</b>

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	<b>0.025*</b> <b>S</b>	<b>0.036*</b> <b>S</b>	<b>0.038*</b> <b>S</b>	<b>0.008*</b> <b>S</b>	<b>0.009*</b> <b>S</b>	<b>0.007*</b> <b>S</b>
Recognition	0.104 (WPR)	0.034 (NLR)	0.019 (NLR)	0.021 (NLR)	0.033 (NLR)	0.036 (NLR)
	0.261 NS	0.711 NS	0.840 NS	0.822 NS	0.723 NS	0.699 NS
Knowledge	0.108 (WPR)	0.013 (NLR)	0.031 (NLR)	0.104 (WPR)	0.006 (NLR)	0.045 (NLR)
	0.241 NS	0.891 NS	0.742 NS	0.261 NS	0.945 NS	0.627 NS
Accomplishments	0.121 (WPR)	0.074 (NLR)	0.009 (NLR)	0.150 (WPR)	0.036 (NLR)	0.028 (NLR)
	0.190 NS	0.423 NS	0.926 NS	0.104 NS	0.697 NS	0.760 NS

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 12 shows the relationship between respondents' levels of intrinsic motivations and academic achievement. Overall, the respondents' levels of levels of intrinsic motivation in terms of responsibility showed weak but significant relationship on the academic achievement as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that the respondents' level of intrinsic motivation in terms of responsibility and learners' academic achievement are related to each other. Furthermore, it goes to show that the learners knowing the responsibility could be more motivated if most of them realized that they need to perform well in school. The above findings are supported by Heseke as cited in Phillips (2017), examined whether lesson plans that included choice and autonomy support would affect students' intrinsic motivation for the task and improve

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learning retention over time. The findings of her work revealed that intrinsic motivation was positively correlated with the students' change in scores from pre-test to post-test, indicating a positive relationship between intrinsic motivation and information learned and retained over time. The findings is also consistent with the results of the study of Tripathi and Tripathi (2018) in their research the extent of the association between intrinsic motivation and academic performance of Indian student-teachers and to examine in any manner if it contributed toward the fulfillment of the objective of quality education. The findings indicated that intrinsic motivation factors such as creativity and self-efficacy have a strong association with performance. The results focused on the importance of intrinsic motivation. They suggested that educational institutions should develop a supportive environment in which student-teachers can utilize their inner attributes and contribute to the growth of quality education. Finally, the study of Oclaret (2021) corroborates the findings above on his study which also found out a strong relationship between students' academic intrinsic motivation and academic performance has been revealed. The level of intrinsic motivation was reported to have a significant impact on students' academic performance as reflected in their end-of-school-year final grades.

## Conclusions

Motivation is an important factor for the individual to do better in anything they do. They must be motivated so that they will be able to achieve their goals in certain tasks. The motivation level of responsibility in relation to their academic achievement obtained the highest mean because most of the learners can act independently and responsibly in the tasks that they are

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doing. They are highly motivated when their responsibilities are meaningful and engage their abilities and values. Further, the extrinsic motivation level is high with introjected regulation because of the feeling pressured to perform in order to gain appreciation from individuals.



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