

# STUDENTS' ACADEMIC MOTIVATION AND PERFORMANCE IN THE POST-PANDEMIC EDUCATION

JASPER D. GRONOFILLO

jasper.gronofillo@deped.gov.ph  
Laguna State Polytechnic University, Philippines

## ABSTRACT

This study, students' academic motivation and performance in post-pandemic education is descriptive research. It involves 50 respondents representing the said students from whom the data needed to elicit answers to the 1. The level of the student's motivation in terms of intrinsic motivation as to Interest, Satisfaction, Enjoyment, and Goal. 2. The level of the student's motivation in terms of extrinsic motivation as to Reward, Punishment, Feedback, and Recognition. 3. The level of the student's performance in English in terms of Grammar, Vocabulary, Reading Comprehension, and Spelling.

The study used the descriptive method of research, and a teacher-made questionnaire was employed as an instrument to gather the data and information necessary for this study. The statistical tools used were mean, standard deviation, frequency, percentage, Kruskal-Wallis Test, and T-test were used to test the hypothesis. From the procedure recapitulated above, the basic questions were solved. The salient

points of the study presented found that grade 10 learners mostly are female, about 15-16 years of age bracket, and with family income ranging below P10,000.00. The students exhibit a high level of intrinsic motivation in terms of interest, enjoyment, and goal to develop their perception in developing skills and learning in school. Meanwhile, learners received a high level of extrinsic motivation in terms of reward, punishment, feedback, and recognition. With the data obtained, the students' performance was considered fair in their performance in English in terms of grammar, vocabulary, reading comprehension, and Spelling.

With the computed ANOVA, data showed that there is a significant effect of the student's profile on the student's performance in English having a p-value greater than 0.05 interpreted leading to the acceptance of the alternative hypothesis. Moreover, computed ANOVA, showed that students' academic motivation has no significant effect on the student's performance in English having a p-value greater than 0.05 interpreted leads to the rejection of the alternative hypothesis.

In accordance with the findings of the study, there was a significant effect of the student's profile on the student's performance in English. It was implied that the student's English performance depends on their age, gender, and socioeconomic status. Also, a student's academic motivation has no significant effect on the student's performance in English which entailed that student's performance in the subject is independent of the received internal and external motivation. Therefore, the hypothesis stating that there is the student's profile has a significant effect student's performance in English is accepted. While the hypothesis stating that there is a significant effect of students' academic motivation on the student's performance in English at Santa Cruz Integrated National High School – Gatid Extension was rejected.

From the said conclusion, the researcher advised teachers to shape students' intrinsic motivation integrated into learning the English language and the skills required, develop a systematic motivation strategy integrated into teaching English, and design interactive instructional material based on student's level of understanding to increase students learning in English, design instruction that is inclusive and gender-sensitive to enhance skills in English. Also, the researcher suggested that schools should develop mechanisms for sharing responsibility with parents to support and boost student motivation toward engagement in learning English skills. Furthermore, the researcher suggested to the future researcher study the support system and motivation received by students while learning English skills.

**Keywords:**

Enjoyment, Feedback, Grammar, Goal, Interest, Punishment, Reading Comprehension, Recognition, Award, Satisfaction, Spelling, and Vocabulary

**INTRODUCTION**

The covid-19 pandemic had greatly affected not only the socioeconomic status but also the education of learners. Long before the pandemic began, learners learned through the traditional modality, face-to-face, and as soon as the pandemic spread, different modalities were introduced. Online learning, modular distance learning, and blended learning were some of the modalities used by different schools around the world to continue and facilitate learning.

Gatid is a barangay in Santa Cruz, Laguna, it is the 3<sup>rd</sup> biggest barangay. The primary source of living is agriculture and fishery. There are two schools located in Gatid, the first is elementary and the second is a newly built secondary school with 300+ learners, a combination of two barangays, Gatid and Duhat. There are many families who are lacking, their economic status is below P10,000.00 which led them to work instead of finishing their studies.

Learners, not only in the Philippines, Gatid to be exact, but all around the world, became lazier as the days went by, and their motivation whether it is intrinsic or extrinsic is becoming lesser. Learners began to think that they just need to graduate and there is no need for high marks, they would work after moving up, they also thought that their lives are going to be fine if they finished junior high school, and most of all they thought that learning won't help them in their work since they will work in the farm, fields, etc. Not only that they were not giving importance to learning today, but also to the four macro skills, especially in reading.

Now, the world is entering the "New Normal" Learners began to go to school and learn face-to-face just like in the old times. After two years of being in modular/online/blended learning, learners and teachers will begin the transition in learning. Learners will begin to utilize their own skills and knowledge in answering and learning.

This time, post-pandemic, teachers will be able to motivate their learners in learning. They will be able to motivate the learners intrinsically and extrinsically. They can help the learners achieve their goals in life, with a little spice such as by giving learners rewards, etc.

It sought answers to the following questions:

1. What is the level of the student's academic motivation in terms of intrinsic as to:
  - 1.1 Interest
  - 1.2 Satisfaction
  - 1.3 Enjoyment
  - 1.4 Goal
2. What is the level of the student's academic motivation in terms of extrinsic as to:
  - 2.1 Reward
  - 2.2 Punishment
  - 2.3 Feedback
  - 2.4 Recognition
3. What is the level of the student's performance in English in terms of:
  - 3.1 Grammar
  - 3.2 Vocabulary
  - 3.3 Reading Comprehension
  - 3.4 Spelling
4. Is there a significant difference in the student's performance based on their profile?
5. Is there a significant relationship between the student's performance and their academic motivation?

## REVIEW OF RELATED LITERATURE

Fisenko et al. (2021) proved that grammatical competence development is affected by the format of material presented from simple to complex and by dividing topics relying on native language, objectivity, verb, and situationally.

Chen et al. (2020) proved that vocabulary learning is focused on learning the language to develop speaking and listening abilities while giving less attention to grammar skills.

Abdelhalim (2017) proved that teachers' continual corrective feedback aid learners to think creatively while creating a supportive learning environment that stimulates interpretations, logical inferences, and evaluation of the reading content plays an important factor in assisting learners who have difficulty in reading comprehension.

Ali et al. (2022) proved that spelling and reading comprehension is an indicator of overall literacy ability. Moreover, learning to spell requires learners' different language abilities namely phonological, morphological, visual memory skills, semantic linkages as well as adequate knowledge of spelling rules.

Toli & Kallery (2021) proved that it is important to identify the student's interest as the basis for lesson design to improve engagement in different activities to maximize learning experiences.

According to Li (2022), students' satisfaction with learning experiences was based on their level of engagement in the teaching and learning process to assure higher scores in formative assessment and the final grades obtained.

Bieg (2022) implied that teachers' passion and humor are affected by their characteristics, experiences in the field, and perception will greatly affect the classroom discussion and enjoyment of the process.

Luo (2022) proved that students' goal orientation declined with the integration of virtual reality in practical learning as it affects the development of self-efficacy, perceived utility, perceived ease of use, and goal orientation, which further influences learners' learning behavior and learning results.

Phungphai & Boonmoh (2021) found that incentives given to students during the teaching-learning process significantly improve the feeling of enjoyment and excitement among learners for self-development and showing positive behavior.

Okesina & Famolu (2022) proved that it is required to have teachers training in punishing as it affects the teaching and learning process if properly utilized to enhance teaching experiences.

Turley and Graham (2019) found in their studies that students who received feedback on their performance enhanced learning habits, responses to different tasks, and enthusiasm as it develops the interaction between teacher and students.

Yang (2018) affirmed parental support and recognition significantly support students' reading achievement the school promotes different strategy and program that combines individual readers, the school, and home literacy environments.

Converso et al. (2018) proved that age has a negative effect on productivity which requires the institution to develop a healthy environment for multidisciplinary development.

Chung et al. (2020) found in their studies that gender matters in flexibility and responsible task management as females expand domestic responsibility while males prioritize their work sphere leading female workers to face negative career drawbacks.

Mena & Bulla (2022) proved that learners' economic status affects the technical development of skills through education which is evident during the pandemic leading to inequalities in opportunities received.

## METHODOLOGY

This study utilized descriptive methods of research. It was used to test (test-retest) and evaluate the hypothesis to determine students' academic motivation and performance in post-pandemic education. The respondents of the study were the selected fifty (50) Grade 10 learners of Santa Cruz

Integrated National High School – Gatid Extension, S.Y. 2022 – 2023. The respondents were determined using the Purposive non-sampling technique. To gather information and data in the study, the formulated questionnaire was the primary instrument used to elicit the answer to the basic questions raised. The research assessed the respondents by answering the questionnaire during the actual gathering of data to answer questions that were found highly technique. Administering a test that diagnoses the respondents' performance in post-pandemic education. A pilot test was conducted on 10 students with the same questionnaire and test to check the consistency of the research instruments. The mean and standard deviation were used to determine the level of the student's motivation in terms of intrinsic and extrinsic motivation. As for the learners' profile, ANOVA was used both for Age and Socio-Economic Status while T-test was used for the learners' Gender. Also, ANOVA was used to determine the significant difference in the student's performance based on their profile and the significant relationship between the student's performance and their academic motivation in post-pandemic education.

## RESULT AND DISCUSSION

In this study, the profile of the Students is described based on the following, learners, Gender, Age, and Economic Status.

It is reflected in Table 1 that most of the students in Grade 10 - Narra are male, 27 out of 50 or (54%) compared to their female counterparts 23 out of 50 or (26%). This indicates that more male students are mostly enrolled in Grade 10 – Narra of Santa Cruz Integrated National High School – Gatid Extension School.

As to the age of the students, it was found that most of the learners are in the 15-16 years of age bracket (43 learners, 86%) both male and female students, followed by the 17-18 years bracket (5 learners, 10%) both male and female, and the least is in the 19 above bracket (2 learners, 4%) both male and female students. This means that most learners enrolled in 10-Narra are in the same bracket and their ages are close to one another.

As to the economic status of the students, it was found that for most of the learners' family income, 42 out of 50 families ranging below P10,000. 00 (82%) while the rest, 9 out of 50 families, income falls on P10,001.00 – P20,000.00 (18%). And no one got in the P20,001.00 and above, which means that most families don't have a good economic status.

**Table 1. Frequency Distribution of the Profile of the Students**

| Gender                  | Frequency | Percentage |
|-------------------------|-----------|------------|
| Male                    | 27        | 54 %       |
| Female                  | 23        | 46 %       |
| Age                     | Frequency | Percentage |
| 15-16                   | 43        | 86 %       |
| 17-18                   | 5         | 10 %       |
| 19 and above            | 2         | 4 %        |
| Economic Status         | Frequency | Percentage |
| below Php 10,000        | 42        | 82 %       |
| Php 10,001 – Php 20,000 | 9         | 18 %       |
| Php 20, 001 and above   | 0         | 0 %        |

### Level of Student Motivation in terms of Intrinsic Motivation

In this study, the level of student motivation in terms of intrinsic motivation refers to interest; satisfaction; enjoyment; and goal.

#### Level of students' intrinsic motivation in terms of Interest.

Table 2 shows that students exhibit a high level of intrinsic motivation in terms of interest ( $M=3.94$ ) as it is they show strong interest and aim to learn in the subject to attain a higher level of academic achievement.

It can be gleaned that students showed a high level of interest in learning ( $M=4.10$ ,  $SD=0.95$ ) in methodologies and styles that they felt they are comfortable with. Meaning, a student's interest in learning depends on the strategies the teacher used in the delivery of the content which allows the student to participate.

Kahu et al. (2017) stated that students' current personal interests intersect with the learning environment and improve cognitive and behavioral engagement which improves learning and grades. The relationships between student interest, the educational environment, and student engagement are also explained by the students' emotions, self-efficacy, and sense of belonging.

Furthermore, it can be gleaned that students obtained the least among indicators although exhibiting a high level of interest in a topic that catches their attention ( $M=3.86$ ,  $SD=0.88$ ) as it pushed the students actively share their insight in the class by relating their previous experience to the present topic.

**Table 2. Level of Students' intrinsic motivation in terms of Interest**

| Statement  | Mean (x) | Standard Deviation | Verbal Interpretation |
|--|----------|--------------------|-----------------------|
| 1. I allow myself to continue learning as long as it interests me. | 3.88     | 1.27               | High                  |
| 2. I am interested to learn in ways that comfort me.               | 4.10     | 0.95               | High                  |
| 3. I learn best if the topic catches my attention.                 | 3.86     | 0.88               | High                  |
| 4. I am determined to learn things.                                | 3.88     | 1.00               | High                  |
| 5. I broaden my knowledge about subjects that appeal to me.        | 3.98     | 0.74               | High                  |
| <b>Overall Mean</b>  |          | <b>3.94</b>        | <b>High</b>           |

#### Legend

| Range     | Scale     | Verbal Interpretation |
|-----------|-----------|-----------------------|
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

Toli & Kallery (2021) proved that it is important to identify the student's interest as the basis for lessening design to improve engagement in different activities to maximize learning experiences.

#### Level of students' intrinsic motivation in terms of Satisfaction.

It can be gleaned from Table 3, that the student showed a high level of satisfaction ( $M=3.96$ ) as the learning experiences aligned with their expectation and level of understanding.

It can be observed that learners obtained high satisfaction if they are learning as much as possible ( $M=4.02$ ,  $S=0.94$ ). It denotes that students showed high interest in learning the content of the subject regardless of the volume of knowledge but focus on the application of learned topics improving their knowledge and skills in specific areas.

Tran & Nguyen (2022) Proved that to increase student satisfaction with learning activities in different situations, institutions should more focus on course effectiveness, providing knowledge and skills and a sense of belongingness among learners.

Although least among the indicator, the students still showed a high level of interest as they completely absorbed the content written by the authors from the reading selection (  $M=3.72$ ,  $SD=0.99$ ). It showed that learners showed high interest in the selection used by the teachers in the delivery of the discussion which captures their interest and emotion leading to the understanding of the lesson content and satisfaction with the learning process.

According to Li (2022), students' satisfaction with learning experiences was based on their level of engagement in the teaching and learning process to assure higher scores in formative assessment and the final grades obtained.

**Table 3. Level of students' intrinsic motivation in terms of Satisfaction**

| Statement   | Mean (x)    | Standard Deviation | Verbal Interpretation |
|---|-------------|--------------------|-----------------------|
| 1. I feel satisfied when I learn as much as possible.   | 4.28        | 0.76               | Very High             |
| 2. I experience pleasure and satisfaction while learning new things.                                | 3.90        | 0.91               | High                  |
| 3. Learning allows me to experience personal satisfaction in my quest for excellence in my studies. | 3.88        | 0.96               | High                  |
| 4. I feel satisfied when I am in the process of accomplishing difficult academic activities.        | 4.02        | 0.94               | High                  |
| 5. I feel completely absorbed by what certain authors have written.                                 | 3.72        | 0.99               | High                  |
| <b>Overall Mean</b>   | <b>3.96</b> |                    | <b>High</b>           |

|           |           |                       |
|-----------|-----------|-----------------------|
| Legend    |           |                       |
| Range     | Scale     | Verbal Interpretation |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

#### **Level of students' intrinsic motivation in terms of Enjoyment**

Table 4 showed that learners obtained high intrinsic motivation (  $M=4.06$ ) with all the indicators in terms of enjoyment in teaching and learning process experiences in learning English.

Table 4 expressed that learners exhibit enjoyment as they felt happy while developing new learning in class (  $M=4.40$ ,  $SD=0.88$ ). Meaning that students show enjoyment as they are participating and developing their skills and knowledge in the class-leading to higher retention and academic performance.

**Table 4. Level of students' intrinsic motivation in terms of Enjoyment**

| Statement  | Mean (x) | Standard Deviation | Verbal Interpretation |
|--|----------|--------------------|-----------------------|
| 1. I get that "high" feeling while reading about various interesting subjects. | 3.90     | 0.86               | High                  |
| 2. I enjoy reading about interesting authors.                                  | 3.90     | 0.89               | High                  |
| 3. I feel happy developing new learning in class.                              | 4.40     | 0.88               | Very High             |



|   |             |      |             |
|---|-------------|------|-------------|
| 4. I feel happy when I am communicating my own ideas to others. | 4.04        | 1.18 | High        |
| 5. I always pay attention to learning.                          | 4.06        | 0.91 | High        |
| <b>Overall Mean</b>   | <b>4.06</b> |      | <b>High</b> |

## Legend

| Range     | Scale     | Verbal Interpretation |
|-----------|-----------|-----------------------|
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

According to Holmes (2018), alignment of instruction on students' interest and creativity in different learning tasks will increase student engagement in the discussion and enjoyment of the teaching and learning process.

**Level of students' intrinsic motivation in terms of Goal**

Table 5 shows that learners exhibit a high level of intrinsic motivation in terms of goal ( $M=4.02$ ) as they develop their perception in developing skills and learning in school.

It is evident that learners showed very high motivation in making self-proud in finishing every activity they are doing ( $M=4.28$ ,  $SD=0.95$ ). It denotes that learners develop their learning goal of accomplishing every learning task provided by the teacher to sustain self-satisfaction and achievement in the activities.

According to Hidayat et al. (2021) positive emotion, engagement, relationship, purpose, and accomplishment is important in developing a student's goal of a life-long learning track through the teacher's encouragement.

Furthermore, students also showed a high level of intrinsic motivation in terms of goals as they are able to share their knowledge with their peers ( $M=3.84$ ,  $SD=1.09$ ). It showed that learners improved academic engagement and learning during the discussion since they have the goal of sharing ideas and knowledge with their peers in order to assist them through their learning process.

Yoon & Park (2022) revealed that when individuals with high learning goal orientation develop a favorable attitude toward knowledge sharing in a learning-supporting culture and framework, they are more inclined to share their expertise with others.

**Table 5. Level of students' intrinsic motivation in terms of Goal**

| Statement  | Mean (x)    | Standard Deviation | Verbal Interpretation |
|--|-------------|--------------------|-----------------------|
| 1. My goal is that people do not see me fail in learning.                | 3.86        | 1.25               | High                  |
| 2. My goal in learning, is to get a high evaluation.                     | 3.96        | 1.19               | High                  |
| 3. My goal is to share what I am capable of.                             | 3.84        | 1.09               | High                  |
| 4. My goal is to let others know that I can also do what they are doing. | 4.14        | 1.01               | High                  |
| 5. My goal is to make myself proud of the things I succeeded in doing.   | 4.28        | 0.95               | Very High             |
| <b>Overall Mean</b>  | <b>4.02</b> |                    | <b>High</b>           |

| Legend    |           |                       |
|-----------|-----------|-----------------------|
| Range     | Scale     | Verbal Interpretation |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

### Level of Student Motivation in terms of Extrinsic Motivation

In this study, the level of student motivation in terms of extrinsic motivation refers to Reward; Punishment; Feedback, and Recognition.

The level of students' motivation in terms of intrinsic motivation was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

#### Level of student extrinsic motivation in terms of Rewards.

Table 6 shows that learners received high level of extrinsic motivation in terms of reward ( $M=4.19$ ) during learning English and developing their skills.

It can be gleaned that learners obtained very high perception of obtaining better life after the study ( $M=4.54$ ,  $SD=0.71$ ). Meaning, student highly value the life after they obtained specific skills and knowledge while they are completing the curriculum leading to graduation. The proper teacher's exposure and orientation among learners regarding the reward of life in attaining competency is very essential to students' active participation in learning English.

Phungphai & Boonmoh (2021) Found that students develop the feeling of happiness, enjoyment, and involvement in self-development as teachers used incentives as external motivation.

In addition, learners obtain high level of extrinsic motivation in terms of reward as they want to be spoiled themselves ( $M=3.80$ ,  $SD=1.32$ ). Meaning the students are well motivated if they are receiving material things from the parents or teacher leading them to actively involved the teaching and learning process are there are physical reward after showing positive behavior towards learning.

Phungphai & Boonmoh (2021) found that incentives given to students during the teaching-learning process significantly improve the feeling of enjoyment and excitement among learners for self-development and showing positive behavior.

Kan et al. (2021) stated that merit certificates, trophies, shields, and stationery are among the tangible benefits that enhance students' participation and active engagement which led to an increase in teacher-student connection.

**Table 6. Level of student extrinsic motivation in terms of Rewards**

| Statement   | Mean (x)    | Standard Deviation | Verbal Interpretation |
|---|-------------|--------------------|-----------------------|
| 1. I want to have "the good life" later.          | 4.54        | 0.71               | Very High             |
| 2. I want to obtain a more prestigious job later  | 4.20        | 0.95               | Very High             |
| 3. I want to have a better salary later.          | 4.10        | 1.15               | High                  |
| 4. I want to buy the things that I need and want. | 4.32        | 1.00               | Very High             |
| 5. I want to spoil myself.                        | 3.80        | 1.32               | High                  |
| <b>Overall Mean</b>                               | <b>4.19</b> |                    | <b>High</b>           |

| Legend    |           |                       |
|-----------|-----------|-----------------------|
| Range     | Scale     | Verbal Interpretation |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |



|           |        |          |
|-----------|--------|----------|
| 1.80-2.59 | Seldom | Low      |
| 1.00-1.79 | Never  | Very Low |

#### Level of student extrinsic motivation in terms of Punishment.

Table 7 shows that students' level of extrinsic motivation in terms of punishment is relatively high ( $M=3.68$ ) denotes that they receive punishment as part of teaching-learning process affecting their learning.

It can be gleaned that students received a high level of punishment viewing the after effect of their performance as they will not find high paying job if they don't finish education ( $M=3.82$ ,  $SD=1.24$ ). This means that students' view that learning specific competency and diploma at the end of their study will help them to leverage their life status and salary while failing to attain those will result in punishment of the opposite things.

Li et al. (2022) proved that behavioral control such as punishment and motivation affect the development of involvement initiative and perspective on behavioral control that will result in changes in behavior among learners.

**Table 7. Level of student extrinsic motivation in terms of Punishment**

| Statement   | Mean (x)    | Standard Deviation | Verbal Interpretation |
|---|-------------|--------------------|-----------------------|
| 1. I would not find a high-paying job later if I don't finish my education. | 3.82        | 1.24               | High                  |
| 2. If I don't study hard, I will be left behind by my peers.                | 3.64        | 1.08               | High                  |
| 3. I worry about making mistakes  | 3.84        | 1.15               | High                  |
| 4. It hurts me quite a bit if I am criticized or scolded.                   | 3.70        | 0.97               | High                  |
| 5. If I don't do my work, my parents scold me.                              | 3.40        | 1.28               | High                  |
| <b>Overall Mean</b>   | <b>3.68</b> |                    | <b>High</b>           |

| Legend    | Scale     | Verbal Interpretation |
|-----------|-----------|-----------------------|
| Range     |           |                       |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

Meanwhile, student's perceived high punishment if they don't do their work will result to scolding of their parents ( $M=3.40$ ,  $SD=1.28$ ). Meaning, the parent involvement in student's learning is important as they monitor, provide motivation and disciplinary action depending on their performances. With this, learners' perception will push them to actively involved in learning to avoid the punishment.

Cuartas (2022) proved that zero punishment serves as a reward for showing favorable behavior during learning inside the classroom as it is believed that punishment plays a negative effect on students' motivation to learn, confidence, and participation.

Rahman et al. (2023) Socioeconomic status and parental involvement in child education significantly affect the child's education as it requires financial and material support to attain academic success.

### Level of student extrinsic motivation in terms of Feedback.

Table 8 shows the level of student motivation in terms of Extrinsic motivation in terms of Feedback. It is evident that learners obtain a high level of feedback during the teaching and learning process ( $M=3.96$ ).

It showed that learners perceived very high feedback as they want to prove to other people that they can succeed in their study ( $M=4.32$ ,  $SD=1.02$ ). Meaning that students highly value the feedback from the people around them so that they can perform better and accomplish academic requirements to finish the level of education as the main extrinsic motivation and the feedback they may obtain is a driving factor to be actively involved in the learning process and activities.

Turley and Graham (2019) found in their studies that students who received feedback on their performance enhanced learning habits, responses to different tasks, and enthusiasm as it develops the interaction between teacher and students.

Furthermore, students also obtain high as they want to gain praise on other people ( $M=3.66$ ,  $SD=1.00$ ) regarding their performance. Meaning, the students' performance may improve in learning language and engagement in discussion as they want to obtain praises from the people around them. This serves as driving factor to students to improve their academic performance and attain competencies.

Hung (2021) concluded in his study that effective utilization of feedbacking methods among teachers who pursue innovation in instruction reinforced student strengths and assist weaknesses and improved the student's initiative, motivation, and self-directed learning practices.

**Table 8. Level of student extrinsic motivation in terms of Feedback**

| Statement  | Mean (x)    | Standard Deviation | Verbal Interpretation |
|--|-------------|--------------------|-----------------------|
| 1. I want to show other people that I am intelligent.              | 3.80        | 0.99               | High                  |
| 2. I want to show other people that I can succeed in my studies.   | 4.32        | 1.02               | Very High             |
| 3. I want to prove to others that I can complete my college degree | 4.20        | 0.93               | Very High             |
| 4. I want to gain praise from other people.                        | 3.66        | 1.00               | High                  |
| 5. I want people to stop comparing me to others.                   | 3.82        | 1.27               | High                  |
| <b>Overall Mean</b>  | <b>3.96</b> |                    | <b>High</b>           |

|           |           |                       |
|-----------|-----------|-----------------------|
| Legend    |           |                       |
| Range     | Scale     | Verbal Interpretation |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

### Level of student extrinsic motivation in terms of Recognition.

Table 9 shows the level of student motivation in terms of Extrinsic motivation in terms of Recognition. It showed that learners received a high level of extrinsic motivation in terms of recognition ( $M=4.02$ ).

It can be observed that learners obtained high extrinsic motivation aiming for the appreciation of being important ( $M=4.30$ ,  $SD=1.05$ ). this denotes that students perform better in classrooms discussion and actively engage in activities since they are expecting validation of being important from the people around them.

Sidin (2020) proved that recognition enhances students' motivation, interest, and drive to perform in a particular subject with the association of prizes received as encouragement.

Yang et al. (20220) Proved that recognition is considered as a driving factor to perform efficiently and effectively in each task despite stress encountered in the process and assured the achievement of goals.

**Table 9. Level of student extrinsic motivation in terms of Recognition**

| Statement   | Mean (x)    | Standard Deviation | Verbal Interpretation |
|---|-------------|--------------------|-----------------------|
| 1. I need to succeed to feel that I am important.             | 4.30        | 0.91               | Very High             |
| 2. I need to gain the recognition of others.                  | 3.84        | 1.06               | High                  |
| 3. I need people to recognize the works that I did.           | 3.94        | 1.00               | High                  |
| 4. I need people to recognize the achievement that I deserve. | 3.88        | 1.10               | High                  |
| 5. I need people to value and appreciate my work.             | 4.14        | 1.05               | High                  |
| <b>Overall Mean</b>   | <b>4.02</b> |                    | <b>High</b>           |

|           |           |                       |
|-----------|-----------|-----------------------|
| Legend    |           |                       |
| Range     | Scale     | Verbal Interpretation |
| 4.20-5.00 | Always    | Very High             |
| 3.40-4.19 | Often     | High                  |
| 2.60-3.39 | Sometimes | Average               |
| 1.80-2.59 | Seldom    | Low                   |
| 1.00-1.79 | Never     | Very Low              |

Meanwhile, students obtained high extrinsic motivation as they want to gain recognition from others ( $M=3.84$ ,  $SD=1.06$ ). Meaning, students are expecting recognition from other people so they are performing better in school to attain higher academic achievements.

Comighud et al. (2020) revealed that students' perceptions and recognition aid memory retention, motivational practices, goal setting, and accomplishment to boost students' general academic achievement.

### Level of Student's Performance in English

In this study, the level of Student Performance in English refers to grammar; vocabulary; reading comprehension, and spelling.

The level of English Language Learning in terms of the English Language Proficiency Test as perceived by the students was revealed in the following table, which shows the raw score, frequency and percentage, and verbal interpretation.

### Level of Student's Performance in English in terms of Grammar.

Table 10 shows the level of Student's Performance in English in terms of Grammar. It shows that students are considered fair in their performance in English in terms of Grammar ( $M=2.28$ ,  $SD=1.13$ ).

It can be observed that most learners need improvement and fairness having both 15 students or 30% of the total number of populations obtaining the raw score of 1 and 2 respectively. More so, it can be observed that only 2 out of 5 students, or 4% of the total population reach an outstanding level and obtained a raw score of 5 in grammar skills. It showed that learners encountered difficulty in understanding and applying grammar rules and need to pay attention to the usage of grammar through the support of teachers in remediation and enhancement.

Dangan & Dela Cruz (2021) proved that teachers' handbook utilization, the quality of learners' material, and strategies used by teachers to guide learners in learning grammar is an important determinant of grammar proficiency among learners.

**Table 10. Level of Student's Performance in English in terms of Grammar**

| Raw Score | Range       | Frequency (f) | Percentage (%) | Verbal Interpretation |
|-----------|-------------|---------------|----------------|-----------------------|
| 5         | 4.20 – 5.00 | 2             | 4              | Outstanding           |
| 4         | 3.40 – 4.19 | 5             | 10             | Very Satisfactory     |
| 3         | 2.60 – 3.39 | 13            | 26             | Satisfactory          |
| 2         | 1.80 – 2.59 | 15            | 30             | Fair                  |
| 1         | 1.00 – 1.79 | 15            | 30             | Needs Improvement     |
|           |             | <b>N=50</b>   | <b>100%</b>    | <b>Fair</b>           |

Mean = 2.28 SD = 1.13

#### **Level of Student's Performance in English in terms of Vocabulary**

Table 11 shows the level of Student's Performance in English in terms of Vocabulary. It showed that learners are considered fair in terms of their performance in English in terms of vocabulary (M=2.36, SD=1.03).

The table shows that 16 out of 50 students or 32% of the population are considered fair and obtained a raw score of 2 while there are no students who reach outstanding and obtained a raw score of 5 in terms of vocabulary. Meaning, the student's level of familiarity on words is low due to not being exposed to different words and having little encounter with the usage of the words. With this, it is important for the teacher to develop drills to enhance students' skills in vocabulary as part of enrichment activities to enhance students' declining performance and aid the learners for a better academic results. Krishnan, et al. (2017) suggest that learning methods used by teachers and their willingness to provide drills is important in training expressive vocabulary, reproducing, recalling, or restudying a word for remembering concept by imitation rather than recall.

**Table 11. Level of Student's Performance in English in Terms of Vocabulary**

| Raw Score | Range       | Frequency (f) | Percentage (%) | Verbal Interpretation |
|-----------|-------------|---------------|----------------|-----------------------|
| 5         | 4.20 – 5.00 | 0             | 0              | Outstanding           |
| 4         | 3.40 – 4.19 | 8             | 16             | Very Satisfactory     |
| 3         | 2.60 – 3.39 | 14            | 28             | Satisfactory          |
| 2         | 1.80 – 2.59 | 16            | 32             | Fair                  |
| 1         | 1.00 – 1.79 | 12            | 24             | Needs Improvement     |
|           |             | <b>N=50</b>   | <b>100%</b>    | <b>Fair</b>           |

Mean = 2.36 SD = 1.03

#### **Level of Student's Performance in English in terms of Reading Comprehension**

Table 12 shows the level of Student's Performance in English in terms of Reading Comprehension. The table showed that learners are considered fair in their English performance in terms of reading comprehension (M=2.22, SD=1.02).

It can be observed that there are 18 students out of 50 or 36% of the population obtained a raw score of 2 which needs improvement while there are no students who reach an outstanding level and reach the raw score of 5 in English performance in terms of comprehension.

Meaning, there are several students who struggle in understanding the context of the selection and answering the question followed. It may be affected by the practices of reading at home and the reading motivation of learners as they might not have previous encounters with the words used in the selection or they don't perceive the selection related to their experiences.

Rojas (2022) proved that cognitive and environmental factors occasionally showed signs of practice. According to the findings, reading comprehension is predicted by lexical knowledge, family environment, and cultural context.

Çiğdemir (2022) noted that fluent reading, vocabulary, and working memory are important predictors of reading comprehension, which they used to explain the association between reading comprehension and reading strategies.

**Table 12. Level of Student's Performance in English in terms of Reading Comprehension**

| Raw Score | Range       | Frequency (f) | Percentage (%) | Verbal Interpretation |
|-----------|-------------|---------------|----------------|-----------------------|
| 5         | 4.20 – 5.00 | 0             | 0              | Outstanding           |
| 4         | 3.40 – 4.19 | 7             | 14             | Very Satisfactory     |
| 3         | 2.60 – 3.39 | 11            | 22             | Satisfactory          |
| 2         | 1.80 – 2.59 | 18            | 36             | Fair                  |
| 1         | 1.00 – 1.79 | 14            | 28             | Needs Improvement     |
|           |             | <b>N=50</b>   | <b>100%</b>    | <b>Fair</b>           |

Mean = 2.22 SD = 1.02

**Level of Student's Performance in English in terms of Spelling**

Table 13 shows the level of Student's Performance in English in terms of Spelling. It can be gleaned that students are considered as satisfactory in terms of English performance in terms of Spelling ( $M=2.94$ ,  $SD=0.96$ ).

It is noticeable that 17 out of 50 students or 34 % of the population reach satisfactory and very satisfactory having the raw score of 3 and 4 respectively while there are no students who obtained a raw score of 5 and are considered as outstanding. This happened because there are some students who omit and insert unnecessary letters in the words due to confusion on sounds leading to misspelled words.

Rizwan & Farhana (2022) revealed that students made omission and insertion mistakes and had trouble recognizing words with silent letters which will lead to a lack of motivation to develop their writing abilities and have a smaller vocabulary.

**Table 13. Level of Student's Performance in English in terms of Spelling**

| Raw Score | Range       | Frequency (f) | Percentage (%) | Verbal Interpretation |
|-----------|-------------|---------------|----------------|-----------------------|
| 5         | 4.20 – 5.00 | 0             | 0              | Outstanding           |
| 4         | 3.40 – 4.19 | 17            | 34             | Very Satisfactory     |
| 3         | 2.60 – 3.39 | 17            | 34             | Satisfactory          |

|   |             |             |            |                     |
|---|-------------|-------------|------------|---------------------|
| 2 | 1.80 – 2.59 | 12          | 24         | Fair                |
| 1 | 1.00 – 1.79 | 4           | 8          | Needs Improvement   |
|   |             | <b>N=50</b> | <b>100</b> | <b>Satisfactory</b> |
|   |             |             | <b>%</b>   |                     |

Mean = 2.94 SD = 0.96

#### Significant Difference in Students' Performance based on their Profile.

Table 14 shows the Significant Difference in Students' Performance based on their profile. The table shows that all the students' profile is significant in their Performance in learning English.

Gender-obtained p- values less than 0.05 were analyzed as significant with the student's performance in English in terms of grammar, vocabulary, reading comprehension, and spelling. Meaning, students' age plays an important factor in learning affecting their initiative and adjustment in difficulty of the learning materials prepared by the teacher.

Hsu (2018) proved that younger individuals encountered difficulty in adjustment compared to older individuals as they lack creativity in dealing real life -related problems by applying different perspectives of methodologies.

Phillips et al. (2016) suggested that learning task-specific knowledge can make up for age differences in processing speed in more ecologically sound planning activities. Consideration is given to the implications for older persons' day-to-day planning performance.

#### Significant Difference in Students' Performance Based on Their Profile

More so, age also obtained p- values less than 0.05 analyzed as significant with the student's performance in English in terms of grammar, vocabulary, reading comprehension, and spelling. It denotes that there are differences in initiative and flexibility among learners considering their gender. More likely, female students are more engaged in learning the flexibility of the language and its technicality than boys. Yu (2021) stated that female students in online learning show more perseverance and engagement since they have stronger self-regulation than the male who showed a positive attitude towards online learning having the ability to obtain more learning strategies and technical skills.

Furthermore, the economic status of the family also obtained p- values less than 0.05 analyzed as significant with the student's performance in English in terms of grammar, vocabulary, reading comprehension, and spelling. Meaning, the financial support gained by the students affects their motivation in learning as they need assistance in paying for projects for learning materials needs.

Rahman et al. (2023) Socioeconomic status and parental involvement in child education significantly affect the child's education as it requires financial and material support to attain academic success.

**Table 14. Significant Difference in Students' Performance based on their Profile.**

| Students<br>'Profile | Students' Performance<br>in English | F-value | p-value | Verbal<br>Interpretation |
|----------------------|-------------------------------------|---------|---------|--------------------------|
| <b>Gender</b>        | Grammar                             | 8.926   | 0.004   | S                        |
|                      | Vocabulary                          | 11.591  | 0.001   | S                        |
|                      | Reading Comprehension               | 16.414  | 0.000   | S                        |
|                      | Spelling                            | 93.751  | 0.000   | S                        |
| <b>Age</b>           | Grammar                             | 22.751  | 0.000   | S                        |
|                      | Vocabulary                          | 31.848  | 0.000   | S                        |
|                      | Reading Comprehension               | 32.635  | 0.000   | S                        |
|                      | Spelling                            | 135.038 | 0.000   | S                        |



|                        |                       |         |       |   |
|------------------------|-----------------------|---------|-------|---|
| <b>Economic Status</b> | Grammar               | 22.808  | 0.000 | S |
|                        | Vocabulary            | 32.890  | 0.000 | S |
|                        | Reading Comprehension | 32.857  | 0.000 |   |
|                        | Spelling              | 140.432 | 0.000 | S |

### Relationship between the students' Performance and their Academic Motivation

Table 15 shows the Relationship between the students' Performance and their Academic Motivation

It entails that students' motivation whether it is intrinsic or extrinsic motivation has no significant relationship as it obtained p- values higher than 0.05 and are both analyzed as not significant with the student's performance in English.

Different factors of motivation do not affect the student performance in English in terms of grammar, Vocabulary, reading comprehension, and spelling as it requires a long process of learning with the assistance of parents and teachers by different methodologies. With this, the learners learning perception develop as it is shaped and influenced by the people around them.

Zhe et al. (2019) stated that Students' perception of teachers and parents draws determination influencing the engagement and learning process to achieve positive goal orientation and learning concepts.

**Table 15. Relationship between the students' Performance and their Academic Motivation**

|                      | Motivation   | Students' Performance<br>inEnglish | Beta<br>Coefficient | t-value | p-value |       | Verbal<br>Interpr<br>etation |       |    |
|----------------------|--------------|------------------------------------|---------------------|---------|---------|-------|------------------------------|-------|----|
| Intrinsic Motivation | Interest     | Grammar                            | 0.052               | 0.184   | 0.363   | 0.855 | 0.718                        | NS    |    |
|                      |              | Vocabulary                         | -0.169              | 0.658   |         |       |                              | 0.514 | NS |
|                      |              | Reading Comprehension              | -0.059              | 0.228   |         |       |                              | 0.820 | NS |
|                      |              | Spelling                           | 0.349               | 1.482   |         |       |                              | 0.145 | NS |
|                      | Satisfaction | Grammar                            | -0.222              | 0.880   | 0.383   | 0.718 | NS                           |       |    |
|                      |              | Vocabulary                         | -0.084              | 0.754   | 0.455   | NS    |                              |       |    |
|                      |              | Reading Comprehension              | 0.172               | 0.389   | 0.699   | NS    |                              |       |    |
|                      |              | Spelling                           | 0.084               |         |         | NS    |                              |       |    |
|                      | Enjoyment    | Grammar                            | -0.196              | 0.750   | 0.457   | NS    |                              |       |    |
|                      |              | Vocabulary                         | -0.199              | 0.834   | 0.409   | NS    |                              |       |    |
|                      |              | Reading Comprehension              | 0.388               | 1.667   | 0.102   | NS    |                              |       |    |
|                      |              | Spelling                           | -0.186              | 0.831   | 0.410   | NS    |                              |       |    |
|                      | Goal         | Grammar                            | -0.062              | 0.280   | 0.780   | NS    |                              |       |    |
|                      |              | Vocabulary                         | -0.042              | 0.206   | 0.838   | NS    |                              |       |    |
|                      |              | Reading Comprehension              | 0.193               | 0.969   | 0.337   | NS    |                              |       |    |
|                      |              | Spelling                           | 0.002               | 0.009   | 0.992   | NS    |                              |       |    |
| Extrinsic Motivation | Reward       | Grammar                            | -0.122              | 0.591   | 0.557   | NS    |                              |       |    |
|                      |              | Vocabulary                         | 0.117               | 0.624   | 0.536   | NS    |                              |       |    |
|                      |              | Reading Comprehension              | 0.425               | 2.415   | 0.019   | NS    |                              |       |    |
|                      |              | Spelling                           | 0.045               | 0.259   | 0.797   | NS    |                              |       |    |
|                      | Punishment   | Grammar                            | -0.145              | 0.067   | 0.509   | NS    |                              |       |    |
|                      |              | Vocabulary                         | -0.401              | 2.103   | 0.041   | NS    |                              |       |    |
|                      |              | Reading Comprehension              | 0.049               | 0.247   | 0.806   | NS    |                              |       |    |
|                      |              | Spelling                           | -0.272              | 1.499   | 0.141   | NS    |                              |       |    |

|             |                       |        |       |       |    |
|-------------|-----------------------|--------|-------|-------|----|
| Feedback    | Grammar               | -0.069 | 0.297 | 0.768 | NS |
|             | Vocabulary            | -0.273 | 1.306 | 0.198 | N  |
|             | Reading Comprehension | 0.296  | 1.437 | 0.157 | S  |
|             | Spelling              | -0.039 | 0.195 | 0.846 | N  |
| Recognition | Grammar               | -0.156 | 0.221 | 0.484 | NS |
|             | Vocabulary            | 0.070  | 0.348 | 0.730 | N  |
|             | Reading Comprehension | -0.130 | 0.654 | 0.516 | S  |
|             | Spelling              | -0.013 | 0.069 | 0.945 | N  |
|             |                       |        |       |       | S  |
|             |                       |        |       |       | NS |

## CONCLUSION

In accordance with the findings of the study, there was a significant effect of the student's profile on the student's performance in English. It was implied that the student's English performance depends on their age, gender, and socioeconomic status. Also, the student's academic motivation has no significant effect on the student's performance in English which entailed that student's performance in the subject is independent of the received internal and external motivation. Therefore, the hypothesis stating that the student's profile has a significant effect on the student's performance in English is accepted. While the hypothesis stating that there is a significant effect of students' academic motivation on the student's performance in English at Santa Cruz Integrated National High School – Gatid Extension was rejected.

## RECOMMENDATIONS

1. Teachers are advised to shape students' intrinsic motivation integrated into learning the English language and the skills required.
2. Teachers are suggested to develop systematic extrinsic motivation strategies integrated into teaching English.
3. Teachers are suggested to design interactive instructional material which they can use in school and at home based on student's level of understanding to increase students learning in English.
4. The teachers are advised to design instruction that is inclusive and gender-sensitive to enhance skills in English.

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