Influence Of Learning Motivation On Academic Performance Of Pupils At Jolo II District, Division Of Sulu: Teachers' Perspectives

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ABSTRACT. This study assessed the influence of learning motivation on pupils' academic performance in Jolo II District, Division of Sulu. It employed a descriptive-correlational research design involving 100 teacher-respondents selected through purposive sampling. Data were treated using frequency, percentage, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The study examined learning motivation in terms of intrinsic motivation, extrinsic motivation, and self-efficacy, while considering demographic variables such as age, gender, civil status, length of service, and educational attainment. Findings revealed that most respondents were 36–50 years old, predominantly female, married, with 16 years or more in service, and holding bachelor's degrees. Teachers generally perceived the influence of learning motivation on pupils' academic performance as favorable across all domains, consistently rated as "Great Extent." Notably, teachers within the 36-50 age group, female, and married showed stronger appreciation of motivation's role in terms of intrinsic and extrinsic motivation and self-efficacy. A very high positive and significant correlation was observed, supporting Self-Determination Theory, which posits that intrinsic and extrinsic motivation coactivate when learners internalize academic values. This is further reinforced by Behaviorism, highlighting how positive reinforcement and parental support act as environmental stimuli that strengthen learners' sense of competence. Overall, the study underscores the crucial role of teachers and parents in fostering learners' motivation and self-efficacy, leading to improved academic performance.

KEYWORDS: Learning Motivation, Academic Performance, Intrinsic Motivation, Extrinsic Motivation, Self-Efficacy, Teachers' Perspectives

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Introduction

Learning motivation plays a critical role in shaping pupils' academic performance, particularly in elementary education. It influences how learners engage with tasks, persist through challenges, and exert effort in their studies, all of which are essential for successful learning outcomes (Anggraeni, Wardani & Noviani, 2024; Calo & Salvaña, 2024). Studies consistently show that pupils with higher motivation demonstrate better academic behaviors, including active participation, timely completion of tasks, and improved test performance. For instance, research

among Filipino Grade VI learners found that academic motivation and resilience significantly predict academic competence.

Motivation does not function independently; it interacts with factors such as self-regulation, self-efficacy, and learning strategies. A 2025 review highlighted that these internal factors collectively enhance learning achievement, emphasizing the importance of intrinsic drive and resilience. Furthermore, studies in Philippine contexts reveal that both intrinsic and extrinsic motivation positively correlate with academic performance across various subjects.

Despite this body of evidence, there remains a gap in research focusing on remote and socio-culturally distinct areas such as the Jolo II District in the Division of Sulu. Pupils in these settings often face socio-economic challenges, cultural and linguistic diversity, limited educational resources, and inconsistent school attendance, all of which may influence the relationship between motivation and academic performance. Existing studies, including those conducted in Mindanao and within alternative learning systems, provide useful insights but are not directly generalizable to public elementary pupils in remote island communities.

Teachers in Jolo II District are uniquely positioned to observe pupils' motivation and performance over time. Their understanding of learners' socio-economic backgrounds, cultural contexts, and behavioral patterns allows them to identify context-specific motivational factors such as family responsibilities, language differences, and community attitudes toward education.

This study addresses the contextual gap by examining the influence of learning motivation on pupils' academic performance from the teachers' perspectives in Jolo II District. Its findings aim to inform policy recommendations, enhance teacher training, and support context-appropriate interventions to improve motivation and academic outcomes in similar settings.

Research Questions

1. What is the demographic profile of the teacher-respondents in terms of:
    - 1.1. Age;
    - 1.2. Gender;
    - 1.3. Civil Status;
    - 1.4. Length of Service; and
    - 1.5. Educational Attainment?
2. What is the level of influence of learning motivation on the academic performance of pupils at Jolo-II District, Division of Sulu, as perceived by teachers in terms of:
    - 2.1. Intrinsic Motivation;
    - 2.2. Extrinsic Motivation; and
    - 2.3. Self-Efficacy?
3. Is there a significant difference in the level of influence of learning motivation on academic performance of pupils at Jolo II District, Division of Sulu as perceived by the teachers when data are categorized according to their demographic profile in terms of:
    - 3.1. Age;
    - 3.2. Gender;
    - 3.3. Civil Status;
    - 3.4. Length of Service; and
    - 3.5. Educational Attainment?
4. Is there a significant correlation among the subcategories subsumed under the level of influence of learning motivation on academic performance of pupils at Jolo-II District, Division of Sulu?

Literature

Learning Motivation and Academic Achievement

Learning motivation is acknowledged as a crucial factor influencing students' academic achievement. A synthesis by Ezekiel Zakka, Norulhuda Ismail, and Najua Syuhada Ahmad Alhassora (2025) revealed that both intrinsic and extrinsic motivation substantially affect mathematics achievement in various contexts. Similarly, Åge Diseth (2025) demonstrated that motivated learners employ effective learning strategies that result in superior academic performance. Yongrong Huang, Yu Li, and Guanglei Chen (2025) observed that motivation influences performance via mediating factors, including learning strategies and mental health.

At the elementary level, results remain uniform. C. M. Franco (2025) identified motivation as a crucial predictor of Grade 6 mathematics performance, whereas Resa S. Wheeler and Marie Emerald A. Cabigas (2024) established that students' motivation and concentration directly improve achievement. Generally, motivated students exhibit greater engagement, persistence, and academic success.

Influencing Factors of Learning Motivation

Motivation is influenced by numerous contextual and instructional elements. Gizem Engin (2020) highlighted that teacher motivation, parental attitudes, and leadership strategies substantially affect students' motivation and performance. Chavez (2024) similarly discovered that parental supplemental support in children's English learning enhances motivation and improves outcomes. Willy P. Calo and Rustum A. Salvaña (2024) emphasized that intrinsic motivation enhances academic performance and resilience in difficult situations.

Instructional methodologies significantly contribute as well. Kimberly M. Felipe (2024) showed that praising teachers boosts motivation and performance, while Abde et al. (2024) found that giving constructive feedback makes students more interested. Méndez Aguado et al. (2020) asserted that motivation, emotions, and study habits collectively impact academic performance.

Nazareth et al. (2026) emphasized that intrinsically motivated educators exhibit enhanced commitment, superior instructional strategies, and elevated teaching quality, thereby enhancing learning environments and student outcomes.

Local Context and Empirical Gap

Philippine studies consistently validate the correlation between motivation and performance. Rellon R. U. (2021) discovered that motivational dimensions substantially influence academic performance, whereas Sug-ang and Namocot (2024) validated that academic motivation forecasts the competence of Grade 6 learners.

Palomares et al. (2024) reported that in Mindanao, while financial status affects motivation, internal factors such as self-efficacy and personal goals are more influential in determining students' academic outcomes. Malik (2025) found that junior high school students in Sulu had moderate to high levels of motivation, and that there was a strong link between cognitive engagement and motivation. Tandih (2025) similarly noted a strong correlation between high motivation and achievement among English learners.

Despite these findings, limited research has examined this relationship from the perspectives of teachers in Jolo II District. This gap necessitates additional inquiry into teachers' perceptions and their impact on students' motivation and its relationship to academic performance in this particular context.

Methodology

1. Research Design

This study employed a descriptive-correlational research design. This approach was used to determine the demographic profile of the teacher-respondents and to assess the level of influence of learning motivation on pupils' academic performance in Jolo II District, Division of Sulu, as perceived by teachers. It also examined whether significant differences and relationships exist among variables, particularly teachers' demographic profiles and their assessment of the influence of learning motivation on academic performance.

2. Participants and Sampling

The respondents of the study consisted of one hundred (100) permanent teachers from selected elementary schools in Jolo II District, Division of Sulu. The sample size was based on the total teacher population, with proportionate representation across schools. A purposive sampling technique was employed, selecting teachers who had at least one (1) year of teaching experience in their current school to ensure relevant knowledge and experience. The study followed ethical standards, ensuring voluntary participation, informed consent, confidentiality, anonymity, respect for participants' rights, and ethical clearance from Sulu State College.

Table 1. Distribution of Respondents by School

Public Elementary Schools Within Jolo II District, Division of Sulu	Number Of Respondents
1. River side Elementary School	15
2. Dandan Elementary School	15
3. Port Area Elementary School	15
4. Sheik Mustafa Elementary School	15
5. Bus-Bus Elementary School	15
6. Lambayong Elementary School	15
7. Martirez Elementary School	10
Total:	**100**

3. Instruments

Data were gathered using a structured survey questionnaire adapted from Eccles and Wigfield (2002) and Deci and Ryan (1985) frameworks on learning motivation and academic performance. The instrument consisted of three parts: teacher respondents' profile, learning motivation scale, and academic performance indicators, using Likert-scale items to measure responses. The instrument was slightly modified to suit the local context and was reviewed by two faculty experts from the School of Graduate Studies of Sulu State College to ensure validity and appropriateness.

4. Data Collection Procedure

A permit to administer the questionnaire was obtained from the Dean of the School of Graduate Studies at Sulu State College, the Superintendent of the Schools Division, the District Supervisor, and the respective school principals. The questionnaires were administered and collected by the researcher in person. The final draft of the study was generated subsequent to the organization and collection of data.

5. Data Analysis

Data were subjected to descriptive and inferential statistical analysis. Frequency and percentage were employed to characterize the demographic profile of the respondents. Standard deviation and mean were implemented to ascertain the magnitude of learning motivation's impact on academic performance. The inferential statistics included a one-way ANOVA for age, civil

status, length of service, and educational attainment, as well as a t-test for independent samples to test differences according to gender. The relationship between academic performance and learning motivation was identified using the Pearson Product-Moment Correlation Coefficient (Pearson r). The following interpretation was used for the 5-point Likert scale: 4.50–5.00 (Very Great Extent), 3.50–4.49 (Great Extent), 2.50–3.49 (Moderate Extent), 1.50–2.49 (Less Extent), and 1.00–1.49 (No Extent).

Results

1. Demographic Characteristics of the Respondents

Analysis of the demographic profile (N = 100) of teacher-respondents in Jolo II District, Division of Sulu shows that the majority are female (87%), while 13% are male. In terms of age, most respondents belong to the 36–50 years old bracket (51%), followed by 26–35 years old (31%), and 51 years old and above (18%). Regarding civil status, most are married (75%), while 20% are single and 5% are separated or widowed. As to length of service, a large proportion of the respondents have been teaching for 16 years and above (38%), followed by those with 5 years and below (25%), 11–15 years (21%), and 6–10 years (16%). In terms of educational attainment, nearly half of the respondents are bachelor's degree holders (49%), while 28% have master's units, 15% hold a master's degree, 6% have doctoral units, and 2% have completed a doctoral degree.

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=100)	Percentage (%)
Age		
25 years old and below	0	0%
26-35 years old	31	31%
36-50 years old	51	51%
51 years old and above	18	18%
Gender		
Male	13	13%
Female	87	87%
Civil Status		
Single	20	20%
Married	75	75%
Widowed/ Separated	5	5%
Length of Service		
5 years and below	25	25%
6-10 years	16	16%
11-15 years	21	21%
16 years and above	38	38%
Educational Attainment		
Bachelor's Degree	49	49%
With Master's Units	28	28%
Master's Degree	15	15%
With Doctorate Units	6	6%
Doctorate Degree	2	2%

2. Level of Influence of Learning Motivation on Pupils' Academic Performance

Overall, the teacher-respondents perceived learning motivation to influence pupils' academic performance to a "Great Extent" across all indicators.

In terms of Intrinsic Motivation, a composite mean of 4.016 (SD = .52891) was obtained. The highest-rated indicators show that pupils who set personal goals (M = 4.10), feel satisfaction

in completing tasks (M = 4.05), and take initiative in learning (M = 4.04) tend to perform better academically.

For Extrinsic Motivation, a composite mean of 3.996 (SD = .57611) was recorded, also rated "Great Extent." Key factors include effort due to fear of punishment (M = 4.04), rewards and incentives (M = 4.03), and parental expectations and encouragement (M = 4.03), all contributing to improved academic performance.

In terms of Self-Efficacy, a composite mean of 3.991 (SD = .5441) was obtained, likewise rated "Great Extent." Pupils with higher self-efficacy show greater confidence in assessments (M = 4.06), benefit from teacher encouragement (M = 4.01), and demonstrate better goal-setting and study behavior (M = 4.00).

Table 3: Level of Influence of Learning Motivation on Pupils' Academic Performance as Perceived by Teachers

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Intrinsic Motivation	**4.016**	**.52891**	**Great Extent**
1. Pupils who show curiosity in lessons usually perform better academically.	4.01	.62757	Great Extent
2. Pupils who enjoy classroom activities are more likely to achieve higher grades.	3.97	.75819	Great Extent
3. Pupils who take initiative in learning tasks tend to excel academically.	4.04	.61824	Great Extent
4. Pupils who work diligently without expecting rewards Great Extent perform well in class.	4.02	.69602	Great Extent
5. Pupils who feel a sense of personal satisfaction after completing schoolwork achieve better outcomes.	4.05	.65713	Great Extent
6. Pupils who are eager to learn new concepts show stronger academic performance.	3.98	.71038	Great Extent
7. Pupils who set personal learning goals are more consistent in their academic performance.	4.10	.71774	Great Extent
8. Pupils who persist in solving difficult tasks without giving up Great Extent perform better academically.	3.99	.74529	Great Extent
9. Pupils who value learning for its own sake usually achieve higher academic success.	4.02	.68135	Great Extent
10. Pupils who believe in their own competence and abilities perform better in school.	3.98	.72446	Great Extent
Extrinsic Motivation	**3.996**	**.57611**	**Great Extent**
1. Pupils perform better when rewarded with prizes or tokens for their achievement.	4.03	.73106	Great Extent
2. Pupils who expect good grades are more motivated to complete their tasks.	3.96	.70953	Great Extent
3. Pupils often improve their academic performance to gain teacher approval.	3.98	.77824	Great Extent
4. Pupils who are recognized during school program (e.g., honors, awards) show higher academic achievement.	3.94	.73608	Very Great Extent
5. Pupils who receive praise from teachers demonstrate better academic performance	3.98	.71038	Great Extent
6. Pupils perform better when their parents show high expectations and provide encouragement.	4.03	.68836	Great Extent
7. Classroom competition motivates pupils to improve their academic performance.	3.98	.76515	Great Extent
8. Pupils who are promised material rewards (e.g., treats, gifts) are more likely to excel in tasks.	4.03	.70288	Great Extent
9. Pupils who fear punishment for poor performance exert greater effort in academics.	4.04	.80302	Great Extent
10. Pupils who compare themselves with peers are motivated to perform better academically.	3.99	.65897	Great Extent

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Self-Efficacy	**3.991**	**.54441**	**Great Extent**
1. Pupils with higher self-efficacy are more likely to demonstrate persistence in completing academic tasks.	3.98	.65103	Great Extent
2. Self-efficacy influences the way pupils approach challenging subjects and problem-solving activities.	3.99	.75872	Great Extent
3. Pupils who believe in their own abilities tend to show higher levels of academic motivation.	3.97	.74475	Great Extent
4. Strong academic self-efficacy contributes to increased classroom participation and engagement.	3.92	.74779	Great Extent
5. Self-efficacy beliefs are positively associated with academic achievement and overall performance.	3.99	.68895	Great Extent
6. Pupils with higher self-efficacy demonstrate greater confidence in answering examinations and assessments.	4.06	.69369	Great Extent
7. Self-efficacy enhances pupils' ability to set achievable learning goals and strive toward them.	4.00	.72474	Great Extent
8. Pupils with a strong sense of self-efficacy are more likely to complete homework and academic tasks on time.	3.99	.73161	Great Extent
9. Low levels of self-efficacy often led to poor study habits and decreased academic performance.	4.00	.65134	Great Extent
10. Teachers who provide encouragement and feedback can strengthen pupils' self-efficacy and, in turn, improve their academic outcomes.	4.01	.74529	Great Extent

Legend: (5) 4.50 – 5.00=Very Great Extent; (4) 3.50 – 4.49=Great Extent; (3) 2.50 – 3.49=Moderate Extent; (2)1.50 – 2.49=Less Extent; (1)1.00 – 1.49=No Extent

3. Differences in the Level of Influence of Learning Motivation Based on Teachers' Demographic Profiles

The t-test and ANOVA were implemented to identify meaningful variations in teachers' perspectives. Results indicate that age, gender, and civil status exhibited substantial differences, while educational attainment and length of service did not exhibit any significant differences. The null hypothesis was rejected as a result of the persistently higher mean scores reported by teachers aged 36–50 in the intrinsic, extrinsic, and self-efficacy domains than those aged 26–35 and 51 years and older. Male teachers (M = 3.546 and 3.684) achieved significantly lower mean scores in intrinsic (M = 4.086) and extrinsic motivation (M = 4.042) than female teachers (M = 4.086 and 4.042). Similarly, there was substantial variation in civil status, with married teachers expressing higher mean perceptions than separated/widowed teachers in both intrinsic and extrinsic motivation.

Conversely, no significant differences were observed in terms of educational attainment and length of service, indicating that teachers' views are consistent irrespective of their academic qualifications or experience. The null hypotheses for these variables were therefore accepted.

Table 4: Differences in the Level of Influence of Learning Motivation on Pupils' Academic Performance Based on Teachers' Demographic Profile

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
Age				
	Intrinsic Motivation	25.76	.000	Significant
	Extrinsic Motivation	33.52	.000	Significant
	Self-Efficacy	16.71	.000	Significant
Gender				

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
	Intrinsic Motivation	-3.640	.000	Significant
	Extrinsic Motivation	-2.126	.036	Significant
	Self-Efficacy	-1.814	.073	Not Significant
Civil Status				
	Intrinsic Motivation	4.454	.014	Significant
	Extrinsic Motivation	3.158	.047	Significant
	Self-Efficacy	1.539	.220	Not Significant
Length of Service				
	Intrinsic Motivation	.439	.725	Not Significant
	Extrinsic Motivation	1.875	.139	Not Significant
	Self-Efficacy	1.702	.172	Not Significant
Educational Attainment				
	Intrinsic Motivation	.439	.780	Not Significant
	Extrinsic Motivation	.229	.921	Not Significant
	Self-Efficacy	.504	.733	Not Significant

**Significance at alpha 0.05*

4. Correlation Among Sub-Categories of Learning Motivation

The Pearson Product-Moment Correlation was employed to ascertain the relationships among the sub-categories that are subsumed under the level of influence of learning motivation on the academic performance of pupils. The findings indicate that there is a highly significant and positive correlation between intrinsic and extrinsic motivation (r =.782; p =.000), intrinsic motivation and self-efficacy (r =.779; p =.000), and extrinsic motivation and self-efficacy (r =.736; p =.000). Consequently, the null hypothesis, which asserts that there is no significant correlation among the sub-categories of learning motivation, is rejected.

Table 5. Correlations Among the Sub-Categories of Learning Motivation on Pupils' Academic Performance

Variables	Pearson *r*	Sig.	N	Description
Intrinsic Motivation				
Extrinsic Motivation	.782**	.000	100	Very High Correlation
Self-Efficacy	.736**	.000	100	Very High Correlation
Extrinsic Motivation				
Self-Efficacy	.779**	.000	100	Very High Correlation

** *Correlation Coefficient is significant at alpha .01 level*

Discussion

The demographic profile of teacher-respondents in Jolo II District reflects a predominantly mature and experienced workforce, with most teachers aged 36–50 years, indicating an aging teaching population. The majority are female and married, suggesting that teaching in the district is largely a stable, long-term profession anchored in both personal and community ties. In terms of experience, many teachers are already in the mid-to-late stages of their careers, while educational attainment shows that most are college graduates without advanced degrees, indicating room for further academic advancement and professional development.

In terms of learning motivation, its influence on pupils' academic performance is generally perceived to be at a "Great Extent" across all dimensions. Intrinsic motivation emerged as the most influential factor, suggesting that pupils' personal interest, goal-setting, and sense of satisfaction strongly support academic success. This aligns with Eustaquio et al. (2025), who emphasize that self-motivation significantly enhances performance when learners perceive personal value and

relevance in their learning, thereby strengthening sustained engagement and achievement. Likewise, learners are more likely to demonstrate stronger intrinsic motivation when learning experiences are culturally meaningful and contextually relevant, as this enhances engagement and improves academic outcomes (Salvaleon et al., 2025).

Extrinsic motivation also plays a significant role, particularly through external rewards and parental support, which contribute positively to pupils' academic performance. In addition, learning environments that actively reduce learner anxiety through experiential, hands-on, and activity-based approaches further enhance motivation and engagement. When pupils are exposed to interactive and meaningful learning experiences, they become more confident, more willing to participate, and more persistent in accomplishing learning tasks, thereby strengthening overall academic performance (Gumallaoi et al., 2026). Moreover, parental involvement has been shown to be a crucial reinforcing factor, as guidance, encouragement, and structured support at home enhance learners' motivation, engagement, and academic persistence (Chavez et al., 2023). Although self-efficacy was rated the lowest among the three dimensions, it was still interpreted at a "Great Extent," indicating that pupils' confidence in their abilities—strengthened through teacher feedback and encouragement—remains an essential component of academic performance.

The analysis of differences in perceptions revealed that age, gender, and civil status significantly influence teachers' views on the role of learning motivation in pupils' academic performance. Teachers aged 36–50, females, and married respondents showed stronger perceptions in terms of intrinsic and extrinsic motivation and self-efficacy. In contrast, length of service and educational attainment showed no significant differences, indicating that perceptions are generally consistent regardless of years in teaching experience or academic qualifications.

Finally, the correlation among the sub-categories of learning motivation indicates strong interrelationships, particularly between intrinsic and extrinsic motivation, suggesting that both forms of motivation tend to reinforce each other. Self-efficacy also showed meaningful associations with both intrinsic and extrinsic factors, indicating its role as a foundational element in shaping pupils' motivation and academic performance. Overall, the findings suggest that learning motivation operates as an interconnected system, collectively contributing to pupils' academic success in Jolo II District.

Conclusion

The research results indicate that teachers in the Jolo II District, Division of Sulu, generally regard learning motivation as a significant factor in the academic performance of their students. Although the majority of the teacher-respondents possess only bachelor's degrees, they are also mature, experienced, and stable in their positions. Intrinsic motivation is the primary factor influencing the academic performance of students, with extrinsic motivation and self-efficacy emerging as secondary factors. Age, gender, and civil status were identified as significant factors in perceptions, while educational attainment and length of service did not yield any significant differences. In general, self-efficacy, intrinsic motivation, and extrinsic motivation are considered to be a cohesive collection of variables that impact students' academic performance.

These results suggest that school administrators should encourage teachers to pursue graduate studies in order to improve their instructional abilities. Teachers can enhance the motivation of their students by consistently offering feedback and encouragement that fosters self-efficacy. Supporting students through reinforcement and participation in educational activities is the responsibility of parents and guardians. Personal goal-setting and sustained effort are employed to motivate students to cultivate self-directed learning habits. Researchers may expand this

investigation by incorporating the viewpoints of students in order to further substantiate the impact of learning motivation on academic performance.
(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)

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