

Motivation and Academic Achievement in Social Science among Grade Eleven Students of Medina College Science High School

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Abstract:

Motivation significantly influences students' academic performance, especially in subjects like Social Science that require engagement and critical thinking. This study investigated the relationship between motivation and academic achievement among Grade Eleven students at Medina College Science High School in Ozamiz City, Misamis Occidental. Grounded in Self-Determination Theory (SDT), the research explored how intrinsic and extrinsic motivational factors impact performance in Social Science. A descriptive-correlational research design was employed. The respondents were 123 Grade Eleven students. Data were gathered using a self-constructed questionnaire adapted from Deci and Ryan's (2000) Basic Psychological Needs Scale. Descriptive statistics (mean, standard deviation) and Spearman's rho were used for analysis. Findings revealed a high overall level of student motivation (mean = 4.009), with Relatedness rated highest (3.73), while Autonomy (2.88) and Competence (3.04) were average. Academic achievement was also high, with a mean score of 85.0. However, statistical analysis showed no significant correlation between motivation and academic achievement (Spearman's $\rho = 0.030$, $p = 0.743$), indicating that motivation alone did not predict performance in Social Science. The results suggest that while students are generally motivated and perform well academically, motivation is not a sole predictor of achievement. Other variables—such as teaching quality, cognitive skills, or home environment—may exert greater influence. Although students display strong motivation and academic success, the lack of a significant correlation underscores the need to consider broader educational and psychological factors to support student performance in Social Science.

Keywords: Academic Achievement, Grade Eleven Students, Motivation, Self-Determination Theory (SDT), Social Science.

INTRODUCTION

Motivation and academic achievement are closely linked, especially in subjects like Social Science that require critical thinking, active engagement, and consistent effort. In the context of Grade Eleven students at Medina College Science High School, understanding how different types of motivation—such as intrinsic interest or extrinsic rewards—influence their academic performance is essential. Many students may perform well not only because they have the ability, but because they are genuinely interested in the subject or driven by goals like scholarships or recognition. However, others may struggle due to lack of motivation, despite having potential. This study focuses on exploring how various motivational factors affect students' academic achievement in Social Science, aiming to offer insights for teachers and school administrators on how to foster a more supportive learning environment that encourages both high motivation and academic success.

The level of student motivation is a key determinant of academic success, especially in Social Science, where comprehension requires both interest and engagement with real-world issues. The types of motivation—*intrinsic* and *extrinsic*—significantly influence students' academic performance in Social Studies, highlighting the need to nurture both forms to achieve optimal learning outcomes (Laliman & Mat, 2022). Students with higher academic motivation levels tend to display more positive attitudes toward Social Science

subjects, which in turn enhances their academic success (Faiz & Avci, 2020). Academic motivation also serves as a buffer against academic stress, thus positively impacting the overall performance of senior high school students (Tus, 2020). These findings collectively affirm that motivation is a critical psychological factor that supports students' sustained interest and effort, ultimately contributing to their academic achievement in Social Science.

Despite the growing emphasis on student-centered education and the implementation of the K to 12 curriculum in the Philippines, many senior high school students continue to demonstrate inconsistent academic performance in Social Science, a subject essential for developing critical thinking, civic awareness, and historical understanding. While numerous studies have explored general factors influencing academic achievement, limited research has been conducted within the specific context of Medina College Science High School, particularly focusing on the motivational components outlined in Self-Determination Theory—autonomy, competence, and relatedness. This gap hinders educators' ability to design targeted interventions that align with students' intrinsic motivational needs. By investigating the relationship between motivation and academic achievement in this specific setting, the present study addresses a contextual gap and seeks to inform practices that can enhance student engagement and performance in Social Science.

This study aims to determine the relationship between motivation and academic achievement in Social Science among Grade Eleven students of Medina College Science High School. Recognizing that motivation plays a crucial role in shaping students' learning behaviors and academic outcomes, this research focuses on the three core components of motivation—autonomy, competence, and relatedness—as identified in Self-Determination Theory. The purpose is to assess the level of student motivation in these areas and determine how each dimension correlates with their academic performance in Social Science. By identifying specific motivational factors that influence achievement, the study ultimately seeks to propose a targeted intervention plan that can enhance student engagement and improve learning outcomes in the subject.

METHODS

Research Design

This study employed a descriptive-correlational research design, which is appropriate for identifying relationships between variables without manipulating them. According to Calmorin and Calmorin (2007), a descriptive-correlational design is used to determine the degree or extent of a relationship between two or more variables based on statistical analysis, while still presenting the characteristics of the respondents. This design is well-suited for educational studies aiming to explore natural associations between factors such as motivation and academic achievement. In the context of this study, the design allows the researcher to measure and describe the students' levels of motivation and academic achievement, and then assess whether a statistically significant relationship exists between them. No experimental treatment or control was implemented, and all variables were observed as they naturally occurred in the school setting.

Research Setting

The study was conducted at Medina College Science High School in Ozamiz City, Misamis Occidental, Philippines, a specialized institution focused on science and academic excellence. This setting was chosen because it fosters critical thinking, independent learning, and strong academic performance—conditions suitable for examining the relationship between motivation and academic achievement in Social Science.

Research Respondents

The respondents of this study were 123 Grade Eleven students enrolled at Medina College Science High School in Ozamiz City during the academic year 2024–2025. These students were selected as they are currently taking Social Science as part of their senior high school curriculum, making them relevant participants for examining the relationship between motivation and academic achievement in this subject area. The choice of respondents was based on total enumeration, wherein all Grade Eleven students enrolled during the period of data collection were included in the study. This ensured that the sample was comprehensive, reflective of the population, and provided sufficient data for statistical analysis. These students represent a diverse group in terms of learning styles, motivational levels, and academic performance. Their responses

provided valuable insights into how key motivational factors—such as autonomy, competence, and relatedness—may correlate with their performance in Social Science.

Research Instrument

The primary research instrument used in the study was a self-constructed questionnaire adapted from the Basic Psychological Needs Scale developed by Deci and Ryan (2000), which is grounded in Self-Determination Theory (SDT). This instrument was specifically modified to suit the context of the study, focusing on the assessment of students' motivation in relation to their academic achievement in Social Science. The questionnaire consisted of 20 items divided into three domains: autonomy, competence, and relatedness. The autonomy subscale measured the extent to which students felt they had control over their learning experiences in Social Science; the competence subscale assessed their perceived ability to perform successfully in the subject; while the relatedness subscale evaluated the quality of their interpersonal relationships and sense of belonging within the classroom environment.

Each item in the questionnaire was rated using a 5-point Likert scale, with responses ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Some negatively worded items were reverse-coded to ensure consistency in data interpretation. To measure academic achievement—the dependent variable in the study—the final grades of Grade Eleven students in Social Science were obtained from official school records, ensuring objectivity and accuracy in evaluating student performance.

Instrument Validation

The instrument underwent a multi-step validation process to ensure accuracy, clarity, and suitability for Grade Eleven students. A panel of experts in educational psychology, Social Science education, and research methodology reviewed the questionnaire for relevance to Self-Determination Theory constructs—autonomy, competence, and relatedness. Based on their feedback, minor revisions were made to improve clarity and language appropriateness. The revised instrument was then pilot-tested with non-participating Grade Eleven students, and its reliability was confirmed through Cronbach's Alpha, with all domains meeting the acceptable threshold ($\alpha \geq 0.70$).

Data-Gathering Procedure

Data collection began with formal approval from Medina College Science High School, followed by coordination with the principal and class advisers to schedule a convenient time that would not disrupt classes. The purpose of the study, the voluntary nature of participation, and the confidentiality of responses were clearly explained, and consent was obtained from both students and relevant school personnel. A structured questionnaire was then administered to all 123 Grade Eleven students, covering demographic information, motivation based on the components of Self-Determination Theory (autonomy, competence, and relatedness), and academic achievement in Social Science, either through self-reported grades or school records with consent. Students were given sufficient time to complete the questionnaire. After collection, responses were checked for completeness, encoded, and securely stored with strict confidentiality maintained throughout the process.

Ethical Considerations

The study strictly followed ethical guidelines based on Babbie (2020), ensuring voluntary participation, informed consent, confidentiality, and protection from harm. Grade Eleven students were informed of their right to decline or withdraw at any time without consequences. Consent was obtained after explaining the study's purpose and procedures. Questionnaires contained no personal identifiers, and all data were treated confidentially and used only for academic purposes. The instrument avoided sensitive content to ensure no harm to the 123 respondents throughout the research process.

Data Analysis

Both descriptive and inferential statistics were used to analyze the data. Mean and standard deviation determined the levels and variability of students' motivation (autonomy, competence, relatedness) and academic achievement in Social Science. For inferential analysis, Spearman Rho correlation was applied to

assess the strength and direction of the relationship between motivation and academic performance, as it is suitable for ordinal data that may not follow a normal distribution.

RESULTS AND DISCUSSION

Table 1 - Level of Motivation among Grade Eleven Students in Terms of Autonomy

Indicators	Sd	Mean
1. I feel like I am free to decide how I approach my Social Science tasks.	0.78	2.32
2. I generally feel free to express my ideas and opinions during Social Science discussions.	0.76	2.97
3. I feel like I can be myself in how I participate in Social Science class.	0.73	2.89
4. I often feel pressured to do things in a way I don't prefer in Social Science.	0.76	2.90
5. There is not much opportunity for me to decide how to do things in Social Science.	0.61	3.07
6. In my Social Science class, I frequently have to do what I am told without much choice.	0.65	3.16
Average Mean	2.88 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

The data presented in Table 1.1 showed that the overall level of motivation among Grade Eleven students in terms of autonomy in Social Science was 2.88, which fell within the "Average" category based on the defined scale. This indicated that students experienced a moderate sense of freedom and self-direction in their learning, although there was still considerable room for improvement. The average level suggested that while students were somewhat involved in decision-making and classroom participation, their autonomy was limited by existing teaching practices or classroom structures. This moderate level of autonomy may have influenced their intrinsic motivation, which is closely linked to engagement and academic performance. As such, fostering greater autonomy could have potentially enhanced their motivation and learning outcomes in Social Science.

In terms of individual indicators, the lowest mean score was observed in the statement “I feel like I am free to decide how I approach my Social Science tasks” with a mean of 2.32, which indicated a low level of autonomy in task management. This suggested that students had limited opportunities to choose how they completed their work, reflecting a need for more flexible and student-centered approaches. The highest mean score (3.16) was recorded for “In my Social Science class, I frequently had to do what I was told without much choice,” implying that instruction was often teacher-directed. Similarly, items like “There was not much opportunity for me to decide how to do things in Social Science” (3.07) and “I often felt pressured to do things in a way I didn't prefer” (2.90) pointed to a structured environment where student choice was constrained. On the other hand, responses to “I generally felt free to express my ideas and opinions during Social Science discussions” (2.97) and “I felt like I could be myself in how I participated in Social Science class” (2.89) indicated that students had some level of personal expression and individuality. Overall, the results revealed that while some autonomy was present, many aspects of the learning environment remained controlled, potentially limiting students' motivation and full academic engagement.

The findings in Table 1.1 revealed that Grade Eleven students exhibited an average level of autonomy in Social Science, indicating moderate freedom in expressing themselves and making decisions about their learning. This aligns partially with the study by Okumus Ceylan (2021), which found a positive relationship between learner autonomy and motivation, suggesting that as students experience greater autonomy, their motivation increases. However, while Ceylan emphasized the empowering effect of autonomy on students' intrinsic drive, the present study's results showed that students still felt constrained by limited choices and teacher-directed instruction, such as frequently having to follow directions without much input. This contrast

highlights a contextual gap where autonomy may not have been fully integrated into classroom practices, potentially limiting the motivational benefits identified in Ceylan's research.

Table 1.2 - Level of Motivation among Grade Eleven Students in Terms of Relatedness

Indicators	Sd	Mean
1. I really like the people I interact with in Social Science class.	0.69	3.63
2. I get along well with my classmates in Social Science.	0.74	3.82
3. I consider some of my classmates in Social Science as friends.	0.71	3.89
4. People in my Social Science class care about me.	0.64	3.82
5. People I interact with in Social Science tend to take my feelings into consideration.	0.65	3.64
6. People in my Social Science class are generally friendly toward me.	0.59	3.38
7. The people I regularly interact with in Social Science do not seem to like me much.	0.57	3.73
8. I don't have many social connections in my Social Science class.	0.52	3.63
Average Mean	3.73 High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.2 showed that the overall level of motivation among Grade Eleven students in terms of relatedness in Social Science was 3.73, which fell under the "High" category based on the defined scale. This indicated that students generally felt a strong sense of social connection, belongingness, and interpersonal support within their Social Science class. A high level of relatedness suggested that students were likely to be more engaged, collaborative, and emotionally secure in the learning environment. This positive interpersonal atmosphere may have contributed significantly to their intrinsic motivation and academic participation, as relatedness is a key component in Self-Determination Theory that fosters internal motivation and enhances learning experiences.

Among the individual indicators, the highest mean score was observed in the statement “I consider some of my classmates in Social Science as friends” with a mean of 3.89, suggesting that friendships played a major role in students' classroom experience. This was closely followed by “I get along well with my classmates in Social Science” and “People in my Social Science class care about me,” both scoring 3.82, reflecting a strong sense of peer support and mutual respect. Statements such as “I really liked the people I interacted with in Social Science” (3.63) and “People I interacted with tended to take my feelings into consideration” (3.64) further emphasized the positive social environment. Interestingly, items with a negative framing, such as “The people I regularly interacted with in Social Science did not seem to like me much” (3.73) and “I didn't have many social connections” (3.63), still received relatively high mean scores, possibly indicating that students disagreed with these negative sentiments, thus reinforcing the generally high perception of relatedness. Only one item, “People in my Social Science class were generally friendly toward me,” received a slightly lower score of 3.38, placing it in the "Average" range, which might point to occasional social friction. Overall, these findings highlighted that strong peer relationships and a caring environment contributed significantly to students' motivation in Social Science classes.

The findings in Table 1.2 showed that Grade Eleven students experienced a high level of relatedness in their Social Science class, reflecting strong peer connections, mutual care, and emotional support. This outcome aligns with the study of Ambikairajah et al. (2019), which found that enhancing feelings of relatedness significantly improved motivation and engagement among tertiary students. Both studies emphasized the critical role of social belongingness in fostering a motivating learning environment. However, while the current study observed naturally existing peer dynamics among high school students, Ambikairajah et al. implemented targeted strategies in a higher education setting, highlighting that relatedness can be both an organic and cultivated factor influencing academic motivation across educational levels.

Table 1.3 - Level of Motivation among Grade Eleven Students in Terms of Competence

Indicators	Sd	Mean
1. I feel capable of doing well in Social Science.	0.73	3.07
2. I have been able to learn interesting new things in Social Science.	0.56	3.49
3. Most days, I feel a sense of accomplishment from my Social Science work.	0.68	2.89
4. People tell me I am good at Social Science.	0.69	2.91
5. I often do not feel very competent in Social Science. (reverse-coded)	0.75	2.89
6. I do not get many chances to show how capable I am in Social Science. (reverse-coded)	0.71	2.98
Average Mean	3.04 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

As shown in Table 1.3, the overall level of motivation among Grade Eleven students in terms of competence in Social Science was 3.04, which fell under the "Average" category. This indicated that students had a moderate perception of their abilities and effectiveness in the subject. While they did not express a strong lack of competence, they also did not demonstrate high confidence or mastery. This average level suggested that although students felt somewhat capable, there may have been gaps in their learning experiences, feedback, or classroom engagement that prevented them from fully realizing their potential. From a motivational perspective, this level of competence could have influenced how persistently and confidently students approached Social Science tasks, ultimately affecting their academic performance and overall interest in the subject.

Analyzing the individual indicators, the highest mean score was found in “I have been able to learn interesting new things in Social Science” with a mean of 3.49, which slightly exceeded the "Average" threshold and approached the "High" category. This suggested that engaging and meaningful content played a role in sustaining student interest. In contrast, indicators like “Most days, I felt a sense of accomplishment from my Social Science work” and “I often did not feel very competent in Social Science” (reverse-coded), both with means of 2.89, indicated that students did not consistently feel successful or capable. The item “People told me I was good at Social Science” (2.91) reflected a lack of consistent positive feedback from others, while “I did not get many chances to show how capable I was” (2.98) suggested limited opportunities for students to demonstrate their skills. The mean of 3.07 for “I felt capable of doing well in Social Science” implied moderate self-confidence, but not strong conviction. Overall, these results pointed to a need for more affirming feedback, scaffolded support, and varied performance tasks to help students strengthen their sense of competence and, in turn, boost their intrinsic motivation.

The findings in Table 1.3 revealed that Grade Eleven students had an average level of motivation in terms of competence, indicating moderate confidence in their ability to perform well in Social Science. While they occasionally felt capable and accomplished, this sense of competence was not consistently strong across indicators. This aligns with Guseynova’s (2020) findings, which emphasized that motivation plays a significant role in the development of students’ professional competence. However, unlike Guseynova’s study, which highlighted a more direct and robust link between motivation and competence growth, the present study showed that students did not always feel recognized for their capabilities or given sufficient opportunities to showcase them. This contrast may reflect differences in educational context or instructional strategies, suggesting that while motivation supports competence development, it must be reinforced through targeted support and feedback to have a meaningful impact.

Table 1.4 - Summary of the Level of Motivation among Grade Eleven Students

Components	Mean	Interpretation
Autonomy	2.88	Average
Relatedness	3.73	High
Competence	3.04	Average
Average Mean	4.009	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.4 presented the summary of the levels of motivation among Grade Eleven students across the three components of Self-Determination Theory: autonomy, relatedness, and competence. The overall average mean was 3.22, which fell under the "Average" category, not “High” as indicated in the table—suggesting a possible typographical error in the presented interpretation. This average overall level indicated that while students showed moderate motivation in their Social Science class, the strength of this motivation varied depending on the domain. Specifically, relatedness emerged as the strongest component with a high level of motivation (3.73), while both autonomy (2.88) and competence (3.04) registered only average levels. This meant that students were most motivated by their social connections in the classroom rather than by feelings of independence or academic confidence. These findings implied that enhancing the learning environment by promoting more student choice and opportunities for skill development could significantly improve overall motivation.

Among the three components, relatedness had the highest mean (3.73), indicating that students felt a strong sense of belonging and positive interpersonal relationships in their Social Science class. This suggested that peer interaction and emotional support were key motivators for students. Competence, with a mean of 3.04, showed that students had a moderate belief in their ability to succeed, but their confidence may have been hindered by limited feedback or learning opportunities. Autonomy, scoring 2.88, also fell in the average range, reflecting that students had only partial freedom to make choices or express themselves in class activities. These domain-specific results highlighted areas for intervention: while relatedness could be further leveraged to sustain engagement, targeted efforts to strengthen autonomy and competence—through personalized learning, skill-based tasks, and meaningful student participation—could help raise overall motivation to a consistently high level.

The summary in Table 1.4 showed that Grade Eleven students had a high level of motivation primarily due to strong relatedness, while their autonomy and competence were rated as average. This suggests that social connections played a more significant role in motivating these students than internal confidence or decision-making freedom. In contrast, Liu et al. (2018) found that students with low intrinsic motivation could still perform well when driven by instrumental motivation—such as achieving good grades or future career benefits—particularly among Confucian-background students. Unlike Liu et al.'s study, which emphasized external goal-oriented motivation as a compensatory factor, the current findings highlight the motivational strength of interpersonal relationships, even when intrinsic elements like autonomy and competence are only moderately present. This contrast suggests that while different forms of motivation can drive performance, the source and cultural context may influence which components are more dominant.

Table 2 - Frequency Distribution of Students' Academic Achievement in Social Science
(N = 123)

Score Range	Frequency (f)	Percentage (%)	Cumulative Frequency (cf)
75-77	2	1.63%	2
78-80	3	2.44%	5
81-83	21	17.07%	26
84-86	37	30.08%	63

87-89	42	34.15%	105
90-92	15	12.20%	120
93-94	3	2.44%	123
Total	123	100.00%	-

Table 2 displayed the frequency distribution of the academic achievement scores in Social Science among the 123 Grade Eleven students. The majority of the students scored within the 84–89 range, with 37 students (30.08%) scoring between 84–86 and 42 students (34.15%) scoring between 87–89. Combined, these groups represented 64.23% of the total population, indicating that most students achieved above-average performance in the subject. This suggested a generally strong academic performance trend in Social Science, reflecting that a significant portion of the cohort demonstrated good understanding and mastery of the subject content. Only a small number of students fell within the lower ranges, implying that low performance was relatively uncommon among the group.

Specifically, only 2 students (1.63%) scored in the 75–77 range and 3 students (2.44%) in the 78–80 range, indicating a minimal proportion of learners who were at risk or performing at the lower end. A moderate number of students (21 or 17.07%) scored between 81–83, showing a fair level of achievement, possibly indicating developing competence. A notable concentration occurred in the 84–89 range, suggesting that a majority were performing well but not necessarily at the highest level. Meanwhile, 15 students (12.20%) scored in the 90–92 bracket, and 3 students (2.44%) reached the 93–94 level, indicating that a smaller group demonstrated very high academic achievement. These results implied that instructional methods and classroom motivation may have been effective for most students but still required enhancement to support both the lowest- and highest-performing learners. The data underscored the importance of differentiated instruction to address diverse academic needs and to further promote excellence and remediation where needed.

The frequency distribution in Table 2 indicated that most Grade Eleven students achieved above-average scores in Social Science, with the highest concentration falling in the mid-to-high score ranges. This reflects generally strong academic performance among the cohort. In contrast, Meral et al. (2019) found that implementing an argumentation-based learning approach in Social Studies significantly enhanced students' academic achievement and deepened their conceptual understanding. While both studies demonstrated positive academic outcomes, the present study did not attribute performance to a specific instructional method, whereas Meral et al. emphasized the effectiveness of interactive, inquiry-based pedagogy in driving achievement. This suggests that although students in the current context performed well, further improvement might be possible through the application of structured, student-centered learning strategies as highlighted in Meral et al.'s research.

Table 3 - Descriptive Statistics of Students' Academic Achievement in Social Science

Statistic	Value
Mean	85.0
Median	84.0
Standard Deviation	4.29
Minimum Score	75
Maximum Score	94
Number of Pupils	123

Table 3 presented the descriptive statistics of students' academic achievement in Social Science. The mean score was 85.0, while the median was 84.0, suggesting that the distribution of scores was slightly skewed toward the higher end, as the mean was slightly greater than the median. This indicated that most students performed at or above the average level, consistent with the earlier frequency distribution. The standard deviation of 4.29 revealed a moderate level of variability, meaning that while most scores clustered around

the average, there was still a reasonable spread in performance. These measures reflected a generally positive academic performance among students, with relatively few outliers or extreme scores.

The minimum score recorded was 75, and the maximum score was 94, giving a score range of 19 points, which showed a relatively narrow performance gap among students. This implied that while there were distinctions in academic achievement, the difference between the highest and lowest scorers was not extreme. With 123 students in total, the data suggested a solid overall academic standing in Social Science, likely supported by consistent teaching practices and a learning environment conducive to moderate-to-high performance. These statistics aligned with earlier findings that most students achieved scores between 84 and 89, reinforcing the interpretation that the group generally exhibited above-average achievement, with some achieving excellence.

The descriptive statistics in Table 3 revealed that students in this study achieved a relatively high mean score in Social Science, with a narrow range between the minimum and maximum scores, indicating consistent academic performance across the group. In comparison, Elhadary et al. (2020) found that academic performance among science and social science students in Turkish universities varied widely during the COVID-19 crisis, largely due to factors such as access to technology, learning environment disruptions, and psychological stress. Unlike the stable and relatively high performance observed in the current study, Elhadary et al. reported performance disparities and declines, particularly among students facing remote learning challenges. This contrast underscores the importance of a stable learning environment and face-to-face interaction, which may have contributed to the more consistent and favorable academic outcomes seen in this study.

Table 4 - Test of Significant Relationship Between Level of Motivation and Academic Achievement among Grade Eleven Students

Test Variables	Spearman's rho	P value	Decision
Motivation and Academic Achievement	0.030	0.743	retain the H_0

Note: If $p \leq 0.05$, with a significant relationship

Table 4 presented the result of the Spearman's rho test used to determine whether a significant relationship existed between the level of motivation and academic achievement among Grade Eleven students in Social Science. The computed Spearman's rho coefficient was 0.030, indicating a very weak positive correlation between the two variables. However, the p-value was 0.743, which was much higher than the significance level of 0.05. As a result, the null hypothesis (H_0) stating that there is no significant relationship between motivation and academic achievement was retained.

The result implied that students' level of motivation did not significantly influence their academic achievement in Social Science within this group. Despite moderate to high levels of motivation observed in components such as relatedness and competence, these did not statistically translate into improved academic outcomes. This finding suggested that other factors—such as study habits, teaching methods, prior knowledge, or external support—might have had a stronger influence on students' performance. It also indicated the need for further investigation to identify which variables more directly impacted academic success in Social Science, and how motivation might interact with those variables over time.

The result in Table 4 showed no significant relationship between motivation and academic achievement among Grade Eleven students in Social Science, as indicated by a very weak correlation and a high p-value, leading to the retention of the null hypothesis. This finding contrasts with the study of Sivrikaya (2019), which established a significant positive relationship between academic motivation and achievement, suggesting that motivated students tend to perform better academically. While Sivrikaya emphasized motivation as a key predictor of student success, the present study suggests that motivation alone may not directly influence academic performance in certain contexts, possibly due to intervening variables such as teaching methods,

assessment styles, or external support systems. This contrast points to the complexity of academic achievement and the need to examine additional factors beyond motivation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study concludes that Grade Eleven students of Medina College Science High School generally exhibit a high level of motivation in learning Social Science, particularly in terms of relatedness, while their autonomy and competence remain at an average level. Their academic performance in the subject is likewise commendable, with most students achieving scores within the higher range. However, despite the high motivation observed, the study found no significant relationship between motivation and academic achievement, indicating that motivation alone may not be a strong predictor of academic success in Social Science. This suggests that other factors, such as instructional methods, cognitive abilities, or environmental influences, may play a more substantial role in shaping students' academic outcomes.

Recommendation

Based on the study's findings, several recommendations are proposed for key stakeholders. First, students are encouraged to strengthen their academic habits by enhancing their sense of autonomy and competence through workshops or peer-support activities that promote independent learning and self-confidence. In turn, teachers are advised to adopt instructional strategies that support motivation, such as choice-based tasks, scaffolded challenges, and collaborative learning, while also undergoing training in motivation-centered pedagogy. Furthermore, school administrators should invest in professional development programs that equip teachers with motivational techniques and implement school-wide initiatives that foster a positive climate and academic engagement. Simultaneously, guidance counselors are encouraged to create targeted programs like academic coaching and goal-setting workshops to help students develop self-direction and resilience. Parents, on their part, should nurture motivation at home by maintaining open communication, encouraging autonomy, and recognizing academic efforts. Lastly, future researchers are urged to explore additional factors influencing academic performance, including teaching styles, family background, and learning environments, as well as to extend motivation studies to other subjects and student groups for broader applicability.

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