

Motivational Strategy and Academic Performance of Bachelor of Elementary Education

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ABSTRACT

This study determined the Motivational Strategy and Academic Performance of Bachelor of Elementary Education (BEED) students. Specifically, this study aims to: Determine the level of motivational strategy of the Bachelor of Elementary Education in terms of: a. Intrinsic goal orientation; b. extrinsic goal orientation; c. task value; d. control of learning beliefs, as well as the level of academic performance of the respondents.

The study was conducted at Don Carlos Polytechnic College, Don Carlos, Bukidnon, during the year 2025-2026. The respondents of the study consisted of one hundred (100) third-year BEED students selected through random sampling. Data were gathered using a validated questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ).

The findings revealed that the respondents demonstrated a high level of motivational strategies in all areas, including intrinsic goal orientation, extrinsic goal orientation, task value, and control of learning beliefs.

In terms of academic performance, most students obtained very good to excellent grades. However, the results showed that intrinsic goal orientation, extrinsic goal orientation, and task value had no significant relationship with academic performance. On the other hand, control of learning beliefs showed a significant but negative relationship with academic performance.

The study concluded that although students possess high levels of motivation, motivational strategies alone do not significantly influence academic performance. Other factors, such as study habits, learning strategies, and assessment systems, may play a more important role in determining students' academic outcomes. Therefore, with the hypothesis that was tested at the 0.05 level of significance, the study revealed that there is a significant relationship between motivational strategies and academic performance.

Keywords: Motivational Strategies, Academic Performance, Intrinsic Goal Orientation, Task Value, Control of Learning Beliefs

INTRODUCTION

Background of the Study

Motivation is widely recognized in contemporary educational research as a central factor that influences students' learning behaviors and academic outcomes. In higher education, motivation is closely associated with engagement, persistence, and the ability to regulate learning processes. Motivated learners tend to exert sustained effort, apply effective learning strategies, and achieve higher academic performance compared with less motivated peers. As educational institutions continue to emphasize learner autonomy and performance-based assessment, understanding students' motivational strategies has become a significant concern in the field of education. In teacher education programs, motivation carries added importance because students are being prepared not only for academic achievement but also for future professional responsibilities.

Despite the growing body of research on student motivation, limited studies specifically examine the motivational strategies of Bachelor of Elementary Education students and their relationship to academic performance. Most existing investigations focus on general college populations without addressing the unique academic demands experienced by teacher education students. BEED students are required to complete professional education courses, practicum experiences, and preparation for licensure examinations. The lack of focused empirical research on this group restricts a deeper understanding of how motivational strategies influence their academic success. This gap calls for a study that specifically explores the relationship between motivational strategy and academic performance among BEED students.

Addressing this gap is important for several stakeholders. For students, identifying motivational strategies can increase self-awareness and improve learning behaviors. For instructors, understanding students' motivational profiles can guide the design of instructional approaches that enhance engagement and reduce academic anxiety. For educational institutions, the findings may serve as a basis for developing interventions aimed at improving academic performance and retention in teacher education programs. For future researchers, the study contributes empirical evidence that strengthens the body of knowledge on motivation within the context of teacher preparation.

Several studies highlight the strong connection between motivational strategies and academic performance. Schunk and DiBenedetto (2020) emphasized that motivated learners are more likely to use effective learning strategies and demonstrate higher academic achievement. Mega, Ronconi, and De Beni (2018) found that motivation and emotion regulation significantly predicted university students' academic performance through self-regulated learning behaviors. Alkhateeb (2025) reported that students who demonstrated higher levels of motivational and learning strategies achieved better outcomes in self-paced learning environments. In the Philippine context, Veneracion (2023) revealed a significant relationship between students' motivation, learning strategies, and academic performance. While these studies confirm the importance of motivation, they primarily focus on general higher education populations rather than teacher education students, reinforcing the need for the present study.

This study aimed to determine the relationship between motivational strategy and academic performance of Bachelor of Elementary Education students. The study was conducted during the Academic Year 2025–2026 at Don Carlos Polytechnic College. The participants were Bachelor of Elementary Education students who were officially enrolled during the said academic year.

Statement of the Problem

This study aimed to determine the relationship between motivational strategy and academic performance of Bachelor of Elementary Education (BEED) students.

Specifically, this study sought to answer the following questions:

What is the level of motivational strategy of Bachelor of Elementary Education students in terms of:

- a. Intrinsic goal orientation;
- b. Extrinsic goal orientation;
- c. Task value; and
- d. Control of learning beliefs?

What is the level of academic performance of the Bachelor of Elementary Education students?

Is there a significant relationship between the motivational strategies and academic performance in terms of:

- a. Intrinsic goal orientation;
- b. Extrinsic goal orientation;
- c. Task value; and
- d. Control of learning beliefs?

Objectives of the Study

This study aimed to determine the relationship between motivational strategy and academic performance of Bachelor of Elementary Education (BEED) students.

Specifically, this study aimed to:

Determine the level of motivational strategy of Bachelor of Elementary Education students in terms of:

- a. Intrinsic goal orientation;
- b. Extrinsic goal orientation;
- c. Task value; and
- d. Control of learning beliefs.

Identify the level of academic performance of the Bachelor of Elementary Education students.

Examine the significant relationship between motivational strategies and academic performance in terms of:

- e. Intrinsic goal orientation;
- f. Extrinsic goal orientation;
- g. Task value; and
- h. Control of learning beliefs.

Hypothesis of the Study

The following hypotheses were drawn based on the objectives given:

Ha₁: There is a significant relationship between motivational strategies and academic performance in terms of intrinsic goal orientation.

Ha₂: There is a significant relationship between motivational strategies and academic performance in terms of extrinsic goal orientation.

Ha₃: There is a significant relationship between motivational strategies and academic performance in terms of task value.

Ha₄: There is a significant relationship between motivational strategies and academic performance in terms of control of learning beliefs.

Significance of the Study

To the students, the results of this study may benefit Bachelor of Elementary Education students by helping them understand how their motivational strategies influence academic performance. Increased awareness of factors such as goal orientation, task value, self-efficacy, and test anxiety may enable students to regulate their learning behaviors more effectively and improve their academic outcomes.

To the teachers, the result of this study may benefit them by gaining insights into the motivational characteristics of BEED students. This understanding may assist them in designing instructional practices that enhance student engagement, support self-confidence in learning, and reduce academic anxiety in the classroom.

To the school administrators, they may use the results of this study as a basis for developing academic support programs and student services that address motivational concerns. The findings may also inform decision-making related to student monitoring, academic interventions, and performance improvement initiatives.

To the educational institutions, they may benefit from the study by obtaining data-driven insights that support the enhancement of teacher education programs. The findings may guide institutional efforts to strengthen student motivation, improve academic performance, and increase retention among BEED students.

To the curriculum developers, they may find the results useful in aligning course content and learning activities with the motivational needs of BEED students. The study may support the development of curricula that promote meaningful engagement, learner autonomy, and sustained academic effort.

To the policymakers, they may benefit from the findings by gaining empirical evidence on the role of motivation in academic performance within teacher education. The results may inform the formulation of policies related to student support systems, academic standards, and the preparation of future teachers.

To future researchers, they may use the findings of this study as a reference for further investigations on motivation and academic performance in teacher education. The study may serve as a foundation for comparative, experimental, or longitudinal research in similar educational contexts.

Scope and Delimitations of the Study

This study focused on examining the relationship between motivational strategies and the academic performance of Bachelor of Elementary Education students at Don Carlos Polytechnic College. The respondents of the study were third-year Bachelor of Elementary Education students who were officially enrolled during the second semester of the school year 2025–2026. Students from other academic programs and year levels outside the Bachelor of Elementary Education program were excluded from the study.

The locale of the study was confined to Don Carlos Polytechnic College, which served as the setting for data gathering. Thus, the findings of the study were limited to the context of this institution and could not be generalized to other colleges or universities offering teacher education programs.

The research did not examine changes in motivational strategies or academic performance over time, nor did it include experimental or intervention-based approaches. Furthermore, the study did not consider other factors that might have influenced academic performance, such as socioeconomic status, learning environment, teaching styles, or personal circumstances beyond the motivational variables identified.

Definition of Terms

To ensure clarity and consistency in the interpretation of key concepts used in this study, important terms are operationally defined based on their specific usage within the research context.

Academic Performance refers to the level of academic achievement of Bachelor of Elementary Education students as measured by their general weighted average during the specified academic period of the study.

Extrinsic Goal Orientation refers to students' motivation to engage in learning activities for external rewards such as grades, recognition, or approval, as measured by the extrinsic goal orientation subscale of the motivational strategy instrument.

Intrinsic Goal Orientation refers to students' internal motivation to engage in learning activities due to interest, curiosity, or personal satisfaction, as measured by the intrinsic goal orientation subscale of the motivational strategy instrument.

Task Value refers to students' perception of the importance, usefulness, and relevance of learning tasks and academic activities, as measured by the task value subscale of the motivational strategy instrument.

THEORETICAL FRAMEWORK

This chapter presents a review of related literature and studies, the conceptual framework, and the study's research paradigm.

Review of Related Literature and Studies

Motivational Strategy

Contemporary international research treats motivational strategy as a multifaceted set of beliefs and practices that shape students' engagement and self-regulated learning. Self-determination theory-based meta-analysis indicates that autonomous motivation is robustly associated with beneficial academic and psychological outcomes across educational settings, whereas controlled forms of motivation show weaker or more mixed associations (Howard et al., 2021). This synthesis aligns with social cognitive perspectives showing that motivation interacts with self-efficacy and control beliefs to determine students' choice, effort, and persistence in learning tasks (Schunk & DiBenedetto, 2020). Studies that directly operationalize motivational sub-constructs report coherent patterns: intrinsic goal orientation is linked to deeper processing and strategy use, whereas extrinsic goal orientation often predicts short-term compliance with system demands but not sustained engagement (Gaspard et al., 2017; Howard et al., 2021).

Task value emerges repeatedly as a crucial determinant of motivation. Research using expectancy value frameworks shows that when learners perceive tasks as useful, relevant, or interesting, they invest greater effort and persist longer, and these effects are observed across domains and age groups (Dietrich et al., 2019; Gaspard et al., 2017). Control of learning beliefs and self-efficacy also play central roles; systematic reviews and meta-analyses indicate that self-efficacy predicts strategy use and persistence, and that beliefs about personal control over outcomes motivate students to adopt active learning approaches rather than passive strategies (Honicke & Broadbent, 2016; Panadero, 2017).

Research on motivational strategy in online and blended learning environments highlights both continuity and new challenges. Studies of self-regulated learning in digital contexts demonstrate that motivation predicts not only grades but also persistence and completion, since learners must organize effort and regulate attention in less structured settings (Broadbent & Poon, 2015; Panadero, 2017). Meta-analytic evidence shows that interventions that support autonomy, competence, and relatedness increase autonomous motivation, which in turn supports strategy use (Howard et al., 2021).

Intrinsic Goal Orientation

Recent international studies consistently identify intrinsic or mastery goal orientation as a significant determinant of how students engage with academic tasks. Students who adopt mastery-oriented goals tend to focus on understanding, skill development, and personal improvement rather than external validation. Empirical evidence indicates that intrinsic goal orientation is strongly associated with deeper cognitive engagement, persistence in challenging tasks, and the use of adaptive learning strategies. Large-scale studies involving university students demonstrate that mastery goals predict stronger motivational resources and improved academic outcomes, particularly when learners experience positive achievement emotions such as enjoyment and pride (Frumos et al., 2024).

Furthermore, students driven by interest, personal growth, and intellectual curiosity exhibit higher levels of sustained engagement, especially in language education and teacher preparation programs (Veneracion, 2023). These learners are more likely to employ critical thinking strategies and demonstrate resilience when faced with academic difficulties. However, psychometric investigations of the Motivated Strategies for Learning Questionnaire reveal inconsistencies in the intrinsic goal orientation subscale across different samples, indicating the importance of validating the construct within diverse cultural and institutional contexts (de Araujo et al., 2023). Despite these measurement concerns, intrinsic goal orientation consistently emerges as an adaptive motivational pattern that supports meaningful learning and long-term academic development.

Extrinsic Goal Orientation

Extrinsic or performance-oriented goals are characterized by a focus on external rewards, recognition, grades, and social comparison. International research suggests that the effects of extrinsic goal orientation are more variable and highly dependent on contextual and emotional factors. While performance goals may enhance

achievement through increased self-efficacy and competitive drive, they are also more vulnerable to negative emotional states such as anxiety and fear of failure (Frumos et al., 2024). In assessment-driven environments, students with strong performance orientations may demonstrate high levels of effort, yet their engagement often centers on outcome attainment rather than conceptual understanding.

In the Philippine context, extrinsic goals remain prominent due to scholarship retention policies, licensure examinations, and strong family expectations. Local studies associate extrinsic motivation with sustained effort and academic striving, but also with surface learning strategies and elevated anxiety during high-stakes assessments (Cochanco et al., 2021). Although extrinsic goal orientation can produce short-term performance gains, its long-term impact on deep learning appears limited when compared to mastery-based motivation.

Across both international and local literature, intrinsic goal orientation is generally regarded as more adaptive for sustained academic growth. However, a notable research gap exists in longitudinal Philippine studies that examine how students shift between intrinsic and extrinsic orientations across different degree programs and transitions in learning modalities.

Task Value

Task value remains a strong proximal predictor of effort persistence and strategy. International research in online and blended learning contexts demonstrates that students who perceive tasks as useful, interesting, and important show greater persistence, reduced dropout risk, and stronger self-regulated learning behaviors (Binali, 2021; Frumos et al., 2024). Validation studies further confirm that task value consistently functions as a distinct motivational construct even when other motivation subscales show variable reliability (de Araujo et al., 2023). Evidence also suggests that task value interacts with goal orientation and self-efficacy by strengthening effort and metacognitive regulation even among learners with moderate intrinsic motivation.

Philippine research highlights the role of contextual relevance in shaping task value. Studies conducted during the new normal report that alignment of tasks with career goals and assessment demands increases perceived value and promotes strategic engagement, particularly in science and education courses (Veneracion, 2023).

Control of Learning Beliefs

Control of learning beliefs refers to students' perceptions that learning outcomes result from their own effort and strategy use. International studies identify these beliefs as central to self-regulation and persistence, with stronger control beliefs predicting greater monitoring effort, regulation, and resilience under challenge in higher education and technology-enhanced learning environments (Binali, 2021; de Araujo et al., 2023).

Survey and mixed-method studies indicate that students who believe they can influence their academic outcomes through effort demonstrate higher perseverance and strategy use, especially when instructors provide scaffolding and feedback (Veneracion, 2023). However, Philippine studies rarely employ multivariate or experimental designs to test control of learning beliefs alongside goal orientation and task value, limiting evidence-based recommendations for instructional interventions.

Conceptual Framework

This study was anchored on Self-determination theory, which explains the interaction between motivation and academic performance by emphasizing the fulfillment of three fundamental psychological needs, namely autonomy, competence, and relatedness, within learning environments (Deci & Ryan, 2000). Autonomy refers to students' perception that they have meaningful control over their learning activities and academic decisions. When instructional strategies allow students to exercise choice in learning tasks, express their ideas freely, and engage in self-directed learning, students are more likely to internalize academic goals and perceive learning as personally meaningful rather than externally imposed. This process of internalization strengthens intrinsic motivation, which is closely associated with higher levels of engagement and persistence in academic tasks.

Competence, as emphasized in Self-determination theory, involves students' belief in their ability to accomplish learning activities. Instructional strategies that provide clear expectations, structured guidance, timely feedback, and opportunities for gradual skill development enhance students' sense of competence. When students perceive that they are capable of meeting academic demands, they are more inclined to invest effort, employ effective learning strategies, and persist in the face of academic challenges. This perception of competence supports sustained academic effort and deeper cognitive engagement, which contribute to improved academic performance.

Relatedness is fostered through motivational strategies that emphasize supportive teacher-student relationships and positive peer interactions. Learning environments characterized by encouragement, respect, and collaboration enhance students' sense of belonging and emotional connection to the academic community. Such environments promote consistent participation, persistence in academic tasks, and greater engagement in learning activities, which are reflected in higher levels of academic performance.

In teacher education programs, the application of motivational strategies aligned with the Self-determination theory carries particular significance. Bachelor of Elementary Education students are not only recipients of instruction but also future educators who observe and internalize the teaching practices modeled by their instructors. Motivational strategies that support autonomy, competence, and relatedness function as exemplars of effective pedagogy that students may later adopt in their own classrooms. These learning experiences strengthen students' motivation, reinforce commitment to academic responsibilities and professional development, and influence academic performance through increased engagement, persistence, and effort.

Research Paradigm

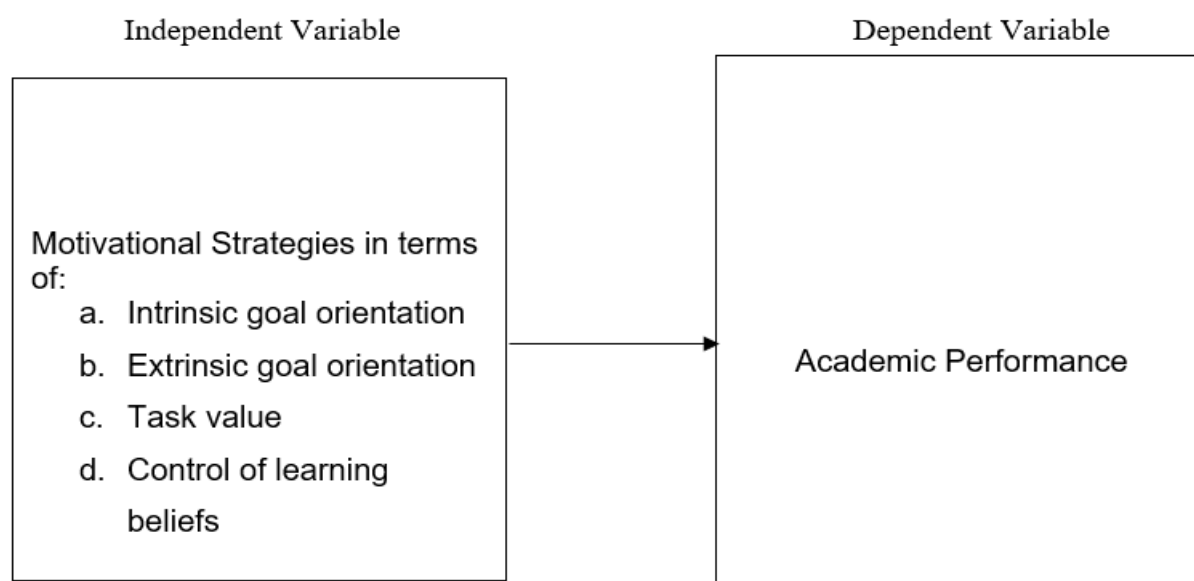


Figure 1. Schematic Diagram showing the relationship between the independent and dependent variables.

METHODOLOGY

This chapter discussed the methods and procedures employed in this study. It includes the research design, research locale, respondents of the study, research instrument, administration of the instrument, data gathering procedures, scoring procedures, and statistical treatment of the data.

Research Design

This study utilized a quantitative research design, specifically a descriptive-correlational study. It involves the collection and analysis of numerical data to address the research questions and objectives. Survey questionnaires were used to gather data from a sample of students.

Locale of the Study

The study was conducted at Don Carlos Polytechnic College, a local higher education institution administered by the Local Government Unit of Don Carlos, Bukidnon. The institution offers a range of undergraduate programs, including the Bachelor of Secondary Education with majors in English, Filipino, Science, and Mathematics; Bachelor of Science in Criminology; Bachelor of Science in Industrial Management; and Bachelor of Elementary Education.

The selection of the locale was grounded on its suitability for implementing and evaluating instructional innovations, particularly within teacher education programs that provide an appropriate academic environment for examining the effectiveness of pedagogical approaches such as the flipped classroom model. The presence of students with varied academic orientations enhances the external validity of the study, while the accessibility of participants ensures feasibility in administering the intervention and collecting pretest and posttest data.

Map of the Locale of the Study

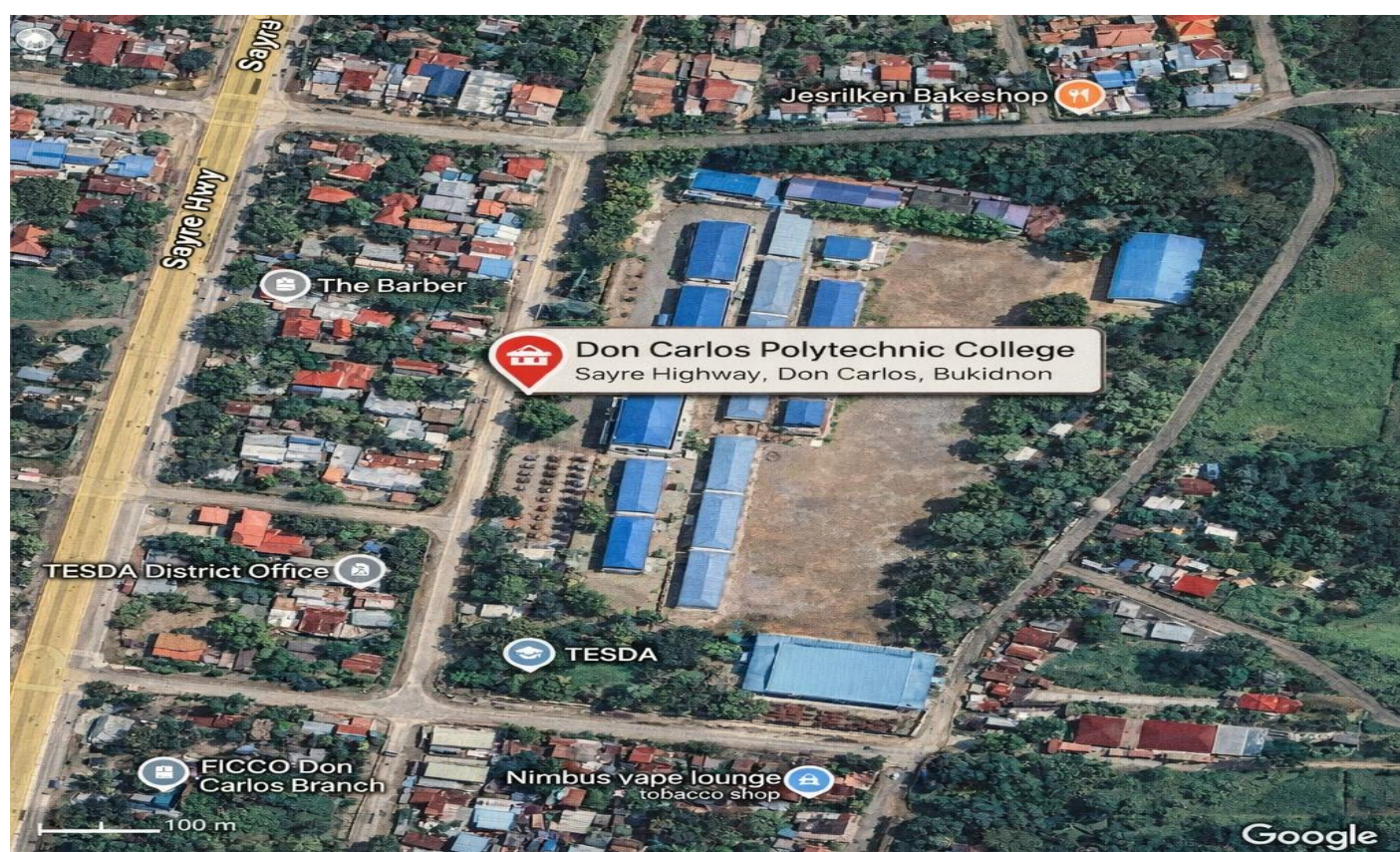


Figure 2. Map of Don Carlos, Bukidnon, showing the location of Don Carlos Polytechnic College.

Respondents of the Study

The respondents of the study consisted of one hundred (100) third-year students officially enrolled in the Bachelor of Elementary Education (BEED) program at Don Carlos Polytechnic College during the second semester of Academic Year 2025–2026. These students were selected as participants because they were currently undertaking professional education courses that required pedagogical knowledge, instructional strategies, and classroom application, which were relevant to the variables that were examined in the study.

Research Instrument

The research instrument used in this study was a self-made questionnaire designed to measure students' motivation using constructs adapted from the Motivated Strategies for Learning Questionnaire (MSLQ).

Before its administration, the instrument underwent content validation by experts to establish its relevance, clarity, and appropriateness. Furthermore, it was subjected to pilot testing, yielding a Cronbach's alpha coefficient of 0.939, which indicates a high level of reliability.

Scoring Procedure

Responses to the Motivational Strategies in terms of Intrinsic goal orientation are scored using the following Likert scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Intrinsic Goal Orientation
4	3.50-4.49	Agree	High Intrinsic Goal Orientation
3	2.50-3.49	Uncertain	Moderate Intrinsic Goal Orientation
2	1.50-2.49	Disagree	Low Intrinsic Goal Orientation
1	1.00-1.49	Strongly Disagree	Very Low Intrinsic Goal Orientation

Responses to the Motivational Strategies in terms of Extrinsic goal orientation are scored using the following Likert scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Extrinsic Goal Orientation
4	3.50-4.49	Agree	High Extrinsic Goal Orientation
3	2.50-3.49	Uncertain	Moderate Extrinsic Goal Orientation
2	1.50-2.49	Disagree	Low Extrinsic Goal Orientation
1	1.00-1.49	Strongly Disagree	Very Low Extrinsic Goal Orientation

Responses to the Motivational Strategies in terms of task value are scored using the following Likert scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Task Value
4	3.50-4.49	Agree	High Task Value
3	2.50-3.49	Uncertain	Moderate Task Value
2	1.50-2.49	Disagree	Low Task Value
1	1.00-1.49	Strongly Disagree	Very Low Task Value

Responses to the Motivational Strategies in terms of control of learning beliefs are scored using the following Likert scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Control of Learning Beliefs
4	3.50-4.49	Agree	High Control of Learning Beliefs
3	2.50-3.49	Uncertain	Moderate Control of Learning Beliefs
2	1.50-2.49	Disagree	Low Control of Learning Beliefs
1	1.00-1.49	Strongly Disagree	Very Low Control of Learning Beliefs

In assessing the academic performance of BEED students, the following percentage equivalent of Don Carlos Polytechnic College's grading system will be used:

Scale	Grade Point Equivalence	Descriptive Interpretation
5	1.0	Excellent
4	1.25-1.50	Very Good
3	1.75-2.25	Good
2	2.50-2.75	Fair
1	3.0	Pass

Sampling Procedure

The study employed simple random sampling as the sampling technique to ensure that each member of the population had an equal chance of being selected as a respondent. The population of the study consisted of 100 third-year Bachelor of Elementary Education students enrolled during the second semester of the academic year 2025 to 2026.

Administration of the Research Instrument

The administration of the research instrument was carried out by the researcher to ensure consistency in the data collection process. Before the questionnaire was administered, the purpose of the study was explained to the respondents, and they were informed that their participation was entirely voluntary. They were also assured that all information they provided would be treated with strict confidentiality and would be used solely for academic and research purposes. Informed consent was obtained from each respondent before the administration of the questionnaire.

The researcher personally administered the questionnaire during the scheduled data collection period. Clear instructions on how to accomplish the instrument were provided to ensure that the respondents understood each part of the questionnaire. Throughout the administration, the researcher remained available to answer questions and provide clarification whenever necessary. Sufficient time was allotted for the respondents to complete the questionnaire carefully and honestly.

Statistical Treatment of the Data

Descriptive statistics were employed to analyze the data. Specifically, the mean that was computed to describe the level of motivational strategies and academic performance of the respondents.

To determine the relationship between motivational strategy and academic performance, the Pearson Product–Moment Correlation Coefficient (r) was used. The level of significance was set at 0.05 to test the alternative hypothesis. This statistical treatment determines whether a significant relationship exists between the independent variable and the dependent variable.

Ethical Considerations

In conducting this study, the researchers strictly observed ethical principles to safeguard the rights and welfare of the respondents. Approval was first obtained from the school administration, and informed consent was secured from all participants after the objectives, procedures, voluntary nature of participation, and their right to withdraw at any time had been clearly explained. The researchers maintained the privacy and anonymity of the respondents by ensuring that all collected information was used exclusively for academic purposes. They also remained available to answer questions and address concerns throughout the data-gathering process and expressed their gratitude to the respondents for their participation. Through these measures, the study was carried out with integrity, responsibility, and professionalism.

Presentation, Analysis, And Interpretation Of Data

This section presents, analyzes, and interprets the data gathered in the study on students' motivational strategies and academic performance.

Motivational Strategy among BEED Students

Intrinsic Goal Orientation

Table 1 presents the level of motivational strategies of the respondents in terms of intrinsic goal orientation, with an overall mean of 4.00, interpreted as High.

Table 1. Level of Motivational Strategies in terms of Intrinsic Goal Orientation

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. I study because I enjoy learning new ideas.	4.88	Strongly Agree	Very High Intrinsic Goal Orientation
2. I feel satisfied when I understand difficult topics.	4.44	Agree	High Intrinsic Goal Orientation
3. I feel motivated when lessons are interesting.	4.00	Agree	High Intrinsic Goal Orientation
4. I like subjects that encourage exploration and discovery.	3.98	Agree	High Intrinsic Goal Orientation
5. I study because learning is personally meaningful to me.	3.96	Agree	High Intrinsic Goal Orientation
6. I prefer lessons that challenge my thinking.	3.92	Agree	High Intrinsic Goal Orientation
7. I learn best when I am genuinely interested in the topic.	3.87	Agree	High Intrinsic Goal Orientation
8. I enjoy improving my academic skills.	3.83	Agree	High Intrinsic Goal Orientation
9. I feel motivated when I understand the purpose of a lesson.	3.83	Agree	High Intrinsic Goal Orientation
10. I enjoy activities that help me think deeply.	3.77	Agree	High Intrinsic Goal Orientation
11. I study because I want to learn, not just to finish tasks.	3.77	Agree	High Intrinsic Goal Orientation
12. I feel proud when I master new concepts.	3.69	Agree	High Intrinsic Goal Orientation
OVERALL MEAN	4.00	Agree	High Intrinsic Goal Orientation

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Intrinsic Goal Orientation
4	3.50-4.49	Agree	High Intrinsic Goal Orientation
3	2.50-3.49	Uncertain	Moderate Intrinsic Goal Orientation
2	1.50-2.49	Disagree	Low Intrinsic Goal Orientation
1	1.00-1.49	Strongly Disagree	Very Low Intrinsic Goal Orientation

Based on the results, the indicator *“I study because I enjoy learning new ideas”* obtained the highest mean of 4.88 (Very High Intrinsic Goal Orientation), followed by *“I feel satisfied when I understand difficult topics”* with a mean of 4.44 (High Intrinsic Goal Orientation), and *“I feel motivated when lessons are interesting”* with a mean of 4.00 (High Intrinsic Goal Orientation). These findings suggest that students’ motivation is strongly anchored in intrinsic goal orientation, indicating a preference for learning environments that promote curiosity

and active engagement rather than passive reception of information. The high value placed on understanding difficult topics further implies that learners are not only motivated by enjoyment but also by cognitive challenge and a sense of competence, which are essential components of deep learning.

On the other hand, the three lowest mean scores were observed in the indicators *“I feel proud when I master new concepts”* with the mean of 3.69, *“I study because I want to learn, not just to finish tasks”* with the mean of 3.77, and *“I enjoy activities that help me think deeply”* with the mean of 3.77, although all remain within the High category. These comparatively lower values suggest that while students are intrinsically motivated, aspects related to self-recognition of achievement and sustained deep learning engagement are slightly less emphasized.

The overall mean of 4.00, interpreted as High Intrinsic Goal Orientation, indicates that the respondents generally possess a strong level of internal motivation toward learning. This suggests that students are largely driven by personal interest, enjoyment, and the inherent value of learning rather than external rewards.

The results of high scores, particularly in enjoyment and satisfaction in learning, indicates that respondents are internally driven learners who value the process of acquiring knowledge. However, the relatively lower means in mastery-related and deep-thinking indicators may imply that students are more process-oriented (enjoyment and engagement) rather than outcome-oriented (mastery and reflection). This distinction is critical, as it suggests a potential area for instructional enhancement, strengthening students’ awareness of their own learning achievements and deeper cognitive engagement.

The findings of this study are supported by several contemporary studies emphasizing the role of intrinsic motivation in learning. For instance, Gaspard et al. (2017) found that students who are intrinsically motivated particularly those who value enjoyment and personal meaning in learning, demonstrate higher levels of engagement and deeper cognitive processing. This supports the present finding that the highest mean was obtained in the indicator related to enjoyment of learning new ideas. The meta-analysis of Howard et al. (2021) confirmed that intrinsic or autonomous motivation is a strong predictor of academic achievement, persistence, and overall student well-being, reinforcing the overall high level of intrinsic goal orientation observed in this study. Furthermore, Panadero (2017) highlighted that intrinsic motivation promotes the use of deeper learning strategies such as critical thinking and self-regulation, which explains why indicators related to mastery and deep thinking, although slightly lower, still fall within the high category.

Extrinsic Goal Orientation

Table 2 presents the level of motivational strategies of the respondents in terms of extrinsic goal orientation, with an overall mean of 3.97, interpreted as High, indicating that students are generally motivated by external factors such as grades, recognition, and academic expectations.

Based on the results, the indicators, *“I study hard to get high grades”* obtained the highest mean of 4.64 (Very High Extrinsic Goal Orientation), followed by *“I want to perform well to meet others’ expectations”* with 4.19 (High Extrinsic Goal Orientation), and *“I am motivated by external academic incentives”* with 4.02 (High Extrinsic Goal Orientation). These findings indicate that students are strongly driven by performance outcomes and external validation, particularly in achieving high academic results and meeting social expectations. This suggests that learners are highly responsive to structured academic systems where success is clearly defined through grades and recognition. Moreover, these indicators reflect a goal-oriented mindset centered on achievement and accountability, which may enhance effort and persistence, especially in competitive academic environments.

Table 2. Level of Motivational Strategies in terms of Extrinsic Goal Orientation

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. I study hard to get high grades.	4.64	Strongly Agree	Very High Extrinsic Goal Orientation

2. I want to perform well to meet others expectations.	4.19	Agree	High Extrinsic Goal Orientation
3. I am motivated by external academic incentives.	4.02	Agree	High Extrinsic Goal Orientation
4. I focus on tasks that affect my grades.	3.98	Agree	High Extrinsic Goal Orientation
5. I work hard to maintain a good academic standing.	3.98	Agree	High Extrinsic Goal Orientation
6. I want to be recognized as a good student.	3.97	Agree	High Extrinsic Goal Orientation
7. I study to avoid failing my subjects.	3.92	Agree	High Extrinsic Goal Orientation
8. I am motivated by competition with classmates.	3.92	Agree	High Extrinsic Goal Orientation
9. I study to meet course requirements.	3.83	Agree	High Extrinsic Goal Orientation
10. I am motivated by rewards such as honors or awards.	3.81	Agree	High Extrinsic Goal Orientation
11. I study to receive positive feedback from my instructors.	3.74	Agree	High Extrinsic Goal Orientation
12. I am motivated by academic recognition.	3.67	Agree	High Extrinsic Goal Orientation
OVERALL MEAN	3.97	Agree	High Extrinsic Goal Orientation

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Intrinsic Goal Orientation
4	3.50-4.49	Agree	High Intrinsic Goal Orientation
3	2.50-3.49	Uncertain	Moderate Intrinsic Goal Orientation
2	1.50-2.49	Disagree	Low Intrinsic Goal Orientation
1	1.00-1.49	Strongly Disagree	Very Low Intrinsic Goal Orientation

On the other hand, the three lowest mean indicators include “*I am motivated by academic recognition*” with the mean of 3.67, “*I study to receive positive feedback from my instructors*” with the mean of 3.74, and “*I am motivated by rewards such as honors or awards*” with the mean of 3.81, although all are still interpreted as High. These relatively lower scores suggest that while students value external motivators, symbolic rewards and feedback mechanisms are less influential compared to direct academic outcomes such as grades. This may imply that students prioritize tangible and immediate indicators of success over more abstract or delayed forms of recognition. Additionally, it indicates that external motivation among respondents is more performance-driven rather than recognition-driven, highlighting a nuanced distinction in how extrinsic factors operate in their learning process.

The overall mean score of 3.97, interpreted as “Agree” and described as High Extrinsic Goal Orientation, indicates that the respondents generally exhibit a strong tendency to be motivated by external factors in their academic pursuits. This suggests that students are largely driven by outcomes such as grades, recognition, rewards, and expectations from others rather than purely internal satisfaction or interest in learning.

These findings are further substantiated by the study of Frumos et al. (2024), which demonstrated that performance-oriented goals particularly those centered on achieving high grades and meeting academic expectations, play a significant role in shaping students’ effort and engagement, especially within structured

learning environments. In such contexts, clearly defined evaluation criteria and performance standards tend to reinforce goal-directed behaviors, prompting students to align their efforts with expected academic outcomes. This suggests that students' engagement is often influenced not only by internal dispositions but also by the external demands embedded in the educational system.

In the Philippine context, this pattern is further reinforced by socio-cultural and institutional factors. Cochanco et al. (2021) reported that students are frequently motivated by external pressures, including academic requirements, family expectations, and institutional standards. These external influences cultivate a performance-oriented mindset, where success is largely defined by measurable achievements such as grades and academic recognition. As a result, students may prioritize compliance and output-based performance over deeper cognitive engagement, thereby strengthening the role of extrinsic motivation in shaping academic behavior.

However, while extrinsic motivation can be effective in driving immediate effort and ensuring task completion, its influence appears to be more limited in fostering sustained and meaningful learning. Howard et al. (2021) emphasized that although extrinsic forms of motivation can promote short-term achievement and behavioral compliance, they are generally less associated with deep learning, critical thinking, and long-term engagement compared to intrinsic motivation. This distinction highlights the conditional nature of extrinsic motivation while it can activate student participation, it does not necessarily guarantee the development of higher-order cognitive skills or enduring academic growth.

Task Value

Table 3 presents the level of motivational strategies of the respondents in terms of task value, with an overall mean of 4.22, interpreted as High, indicating that students generally perceive their academic tasks as meaningful, relevant, and beneficial to their personal and professional goals.

Table 3. Level of Motivational Strategies in terms of Task Value

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. I believe my subjects are important for my future career.	4.57	Strongly Agree	Very High Task Value
2. I find the lessons useful for real-life situations.	4.31	Agree	High Task Value
3. I think what I learn is relevant to my profession.	4.27	Agree	High Task Value
4. I see a clear purpose in my academic work.	4.23	Agree	High Task Value
5. I believe the course content is valuable.	4.20	Agree	High Task Value
6. I find the subject matter practical and useful.	4.19	Agree	High Task Value
7. I believe learning these lessons benefits me.	4.17	Agree	High Task Value
8. I value the skills developed in my courses.	4.17	Agree	High Task Value
9. I see the importance of completing academic tasks.	4.16	Agree	High Task Value
10. I find meaning in my learning activities.	4.13	Agree	High Task Value
11. I believe my lessons are worth the effort.	4.13	Agree	High Task Value
12. I am interested in applying what I learn.	4.08	Agree	High Task Value
OVERALL MEAN	4.22	Agree	High Task Value

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Task Value

4	3.50-4.49	Agree	High Task Value
3	2.50-3.49	Uncertain	Moderate Task Value
2	1.50-2.49	Disagree	Low Task Value
1	1.00-1.49	Strongly Disagree	Very Low Task Value

Based on the results, the indicators, *“I believe my subjects are important for my future career”* obtained the highest mean of 4.57 (Very High Task Value), followed by *“I find the lessons useful for real-life situations”* with 4.31 (High Task Value), and *“I think what I learn is relevant to my profession”* with 4.27 (High Task Value). These findings indicate that students place strong value on the practicality and future applicability of their learning, suggesting that motivation is largely driven by perceived utility and long-term benefits. This implies that learners are more engaged when they clearly see how academic content aligns with their career aspirations and real-world contexts. Furthermore, the emphasis on relevance highlights that students are goal-oriented and future-focused, which enhances their willingness to invest effort in academic tasks.

On the other hand, the three lowest mean indicators include *“I am interested in applying what I learn”* with the mean of 4.08, *“I believe my lessons are worth the effort”* with the mean of 4.13, and *“I find meaning in my learning activities”* with the mean of 4.13, although all remain within the High category. These slightly lower values suggest that while students recognize the importance and usefulness of their learning, their personal engagement in applying and internalizing knowledge may not be as strong as their perception of its value. This may indicate a gap between perceived relevance and actual active engagement, where students acknowledge the importance of learning but may not consistently translate this into deeper involvement or application.

The overall mean score of 4.22, interpreted as “Agree” and described as High Task Value, indicates that the respondents generally perceive their academic tasks and learning experiences as meaningful, relevant, and beneficial. This suggests that students recognize the importance of their subjects in relation to their future careers, real-life applications, and personal development.

These findings are supported by the study of Gaspard et al. (2017) who found that when students perceive learning tasks as useful and relevant, they demonstrate higher engagement and persistence in academic activities. Similarly, Dietrich et al. (2019) emphasized that task value significantly predicts students’ effort and sustained motivation, particularly when learners recognize the connection between academic content and real-life applications. Furthermore, Binali (2021) highlighted that in digital and higher education contexts, students who perceive strong task value are more likely to exhibit self-regulated learning behaviors and persistence.

Control of Learning Beliefs

Table 4 presents the level of motivational strategies of the respondents in terms of control of beliefs, with an overall mean of 4.21, interpreted as High, indicating that students generally perceive themselves as having control over their academic outcomes through effort, persistence, and personal responsibility.

Table 4. Level of Motivational Strategies in terms of Control of Beliefs

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1. I believe my effort affects my academic performance.	4.69	Strongly Agree	Very High Control of Learning Beliefs
2. I am responsible for my learning outcomes.	4.62	Strongly Agree	High Control of Learning Beliefs
3. I believe hard work leads to academic success.	4.49	Agree	High Control of Learning Beliefs
4. I believe success depends on how much I study.	4.52	Agree	High Control of Learning Beliefs

5. I can improve my performance through effort.	4.25	Agree	High Control of Learning Beliefs
6. I believe failure means I need to improve my study habits.	4.14	Agree	High Control of Learning Beliefs
7. I feel in control of my learning progress.	4.12	Agree	High Control of Learning Beliefs
8. I believe my actions influence my academic results.	4.00	Agree	High Control of Learning Beliefs
9. I believe learning depends on my own efforts.	4.01	Agree	High Control of Learning Beliefs
10. I believe I can change my academic performance.	3.94	Agree	High Control of Learning Beliefs
11. I can do well if I try harder.	3.88	Agree	High Control of Learning Beliefs
12. I believe persistence leads to success in my studies.	3.81	Agree	High Control of Learning Beliefs
OVERALL MEAN	4.21	Agree	High Control of Learning Beliefs

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Control of Learning Beliefs
4	3.50-4.49	Agree	High Control of Learning Beliefs
3	2.50-3.49	Uncertain	Moderate Control of Learning Beliefs
2	1.50-2.49	Disagree	Low Control of Learning Beliefs
1	1.00-1.49	Strongly Disagree	Very Low Control of Learning Beliefs

Based on the results, the indicators, *“I believe my effort affects my academic performance”* obtained the highest mean of 4.69 (Very High Control of Learning Beliefs), followed by *“I am responsible for my learning outcomes”* with 4.62 (High Control of Learning Beliefs), and *“I believe success depends on how much I study”* with 4.52 (High Control of Learning Beliefs). These findings indicate that students strongly endorse the idea that academic success is largely determined by personal effort and accountability, reflecting a clear internal locus of control. This suggests that learners are more likely to take ownership of their academic responsibilities and engage in productive learning behaviors, as they perceive outcomes to be within their control. Moreover, the prominence of effort-based beliefs highlights a growth-oriented mindset, where students view success as something that can be developed through hard work and deliberate practice.

On the other hand, the three lowest mean indicators include *“I believe persistence leads to success in my studies”* with the mean of 3.81, *“I can do well if I try harder”* with the mean of 3.88, and *“I believe I can change my academic performance”* with the mean of 3.94, although all remain within the High category. These relatively lower scores suggest that while students strongly believe in effort and responsibility, their confidence in long-term persistence and sustained improvement is slightly less pronounced. This may indicate that learners are more focused on immediate effort and short-term outcomes rather than enduring persistence over time.

The overall mean score of 4.21, interpreted as “Agree” and described as High Control of Learning Beliefs, indicates that the respondents generally possess a strong sense of personal agency over their academic performance. This suggests that students believe their success is largely determined by their own effort, persistence, and study habits rather than external factors. Such a result reflects a positive motivational disposition, where learners take responsibility for their learning outcomes and view challenges or failures as opportunities for improvement. Although the level is categorized as high rather than very high, it still

demonstrates that students maintain a consistent belief in their capacity to influence their academic progress, which is a crucial factor in sustaining motivation, resilience, and self-regulated learning.

These findings are supported by the study of Honicke and Broadbent (2016) who found that students with strong control beliefs are more likely to achieve higher academic performance, as they attribute success to effort and adopt more effective learning strategies. Similarly, Panadero (2017) emphasized that learners who perceive control over their academic outcomes demonstrate stronger self-regulation, persistence, and adaptability in learning tasks. Furthermore, Binali (2021) highlighted that control of learning beliefs significantly influences students' engagement and persistence, particularly in higher education contexts where independent learning is required.

Academic Performance of BEED Students

Table 5 presents the academic performance of the respondents in terms of grade distribution, with results indicating that the majority of students demonstrate a high level of academic achievement. The data show a clear concentration of respondents within the upper grade brackets, suggesting that overall performance is generally strong and consistent across the sample.

Table 5. Academic Performance of BEED Students

Grade	Frequency	Percentage	Qualitative Interpretation
1.25	35	35%	Excellent
1.38	1	1%	Very Good
1.50	28	28%	Very Good
1.75	19	19%	Good
2.00	11	5%	Good
2.25	5	1%	Good
2.50	1	1%	Fair
Total	100	100%	

Legend:

Scale	Grade Point Equivalence	Descriptive Interpretation
5	1.0	Excellent
4	1.25-1.50	Very Good
3	1.75-2.25	Good
2	2.50-2.75	Fair
1	3.0	Pass

Based on the data gathered, the grade 1.25 (Excellent) obtained the highest percentage with 35%, followed by 1.50 (Very Good) with 28%, and 1.75 (Good) with 19%. These findings indicate that a substantial proportion of students are performing at very high to high academic levels, reflecting strong mastery of course content and effective learning strategies. This pattern suggests that students are not only meeting academic standards but are also demonstrating competence, discipline, and sustained effort in their studies.

In the middle range, grades such as 2.00 (Good) with 11% and 2.25 (Good) with 5% indicate that a smaller group of students perform at a satisfactory level. While these students meet minimum academic expectations, their relatively lower representation suggests that fewer learners are positioned in the average performance bracket. This may imply that the overall learning environment or student characteristics tend to push performance upward, minimizing the proportion of moderately performing students.

On the other hand, the lowest frequency categories include 1.38 (Very Good) and 2.50 (Fair), both with only 1%, indicating that very few students fall at the extreme ends of the performance spectrum. The minimal percentage in the lower category (Fair) suggests that academic underperformance is not a prevalent issue among

the respondents. At the same time, the limited spread across extreme values indicates a relatively homogeneous performance distribution, where most students cluster within a narrow high-performing range.

These findings are supported by the study of Howard et al. (2021), who found that students with higher levels of autonomous motivation consistently achieve better academic outcomes and demonstrate stable performance over time. Similarly, Honicke and Broadbent (2016) highlighted that self-efficacy significantly predicts academic achievement, as students who believe in their capabilities are more likely to exert effort and sustain performance in academic tasks. In addition, Gaspard et al. (2017) revealed that students who perceive high value in their academic tasks tend to perform better due to increased engagement and persistence.

Correlation between Motivational Strategies and Academic Performance

Intrinsic Goal Orientation

Table 6 reveals a very weak negative relationship between intrinsic goal orientation and academic performance ($r = -0.049$), which is not statistically significant ($p = .626$).

Table 6. Correlation between Motivational Strategies and Academic Performance in terms of Intrinsic Goal Orientation

Independent Variables Correlated with Academic Performance	Pearson r	Probability	Interpretation	Decision
Intrinsic Goal Orientation	-0.049	0.626	Not significant	Reject H_{a1}
**. Correlation is significant at the 0.01 level (2-tailed).				

Given that the computed probability value (.626) exceeds the 0.05 level of significance, the alternative hypothesis is rejected. This indicates that intrinsic goal orientation does not have a statistically significant relationship with academic performance among the respondents. Although the correlation coefficient reflects a negative direction (-0.049), its magnitude is negligible, suggesting that intrinsic motivation exerts minimal to no direct influence on students' measurable academic outcomes.

The slight negative trend, albeit insignificant, may be interpreted through the nature of intrinsic motivation itself. Intrinsically motivated students are primarily driven by curiosity, personal interest, and the inherent satisfaction derived from learning. As such, they tend to prioritize mastery, conceptual understanding, and intellectual exploration over performance-oriented goals such as grades or rankings. This orientation may lead them to invest time in deeper learning strategies such as critical analysis, synthesis of ideas, and exploratory inquiry which are not always aligned with the criteria used in traditional assessment systems. Consequently, their efforts, while cognitively enriching, may not translate efficiently into higher scores in structured, outcome-based evaluations.

The structure of academic performance measurement may partly explain this disconnect. Academic performance is typically operationalized through grades, which are externally regulated and often dependent on compliance with specific requirements, adherence to deadlines, and performance in standardized assessments. These systems tend to reward efficiency, accuracy, and task completion rather than depth of understanding or intellectual risk-taking. As a result, intrinsically motivated students may not strategically optimize their performance according to grading rubrics, thereby weakening the observable relationship between intrinsic goal orientation and academic outcomes.

Another important consideration is the presence of mediating and moderating variables that were not accounted for in the analysis. Factors such as self-regulation, time management, test-taking skills, and instructional alignment may play a more proximal role in determining academic performance. It is plausible that intrinsic motivation indirectly influences performance through these variables rather than exerting a direct effect. Without the presence of strong regulatory or strategic learning behaviors, intrinsic motivation alone may be insufficient to produce significant gains in measurable academic achievement.

The findings of this study are consistent with existing literature. Cerasoli et al. (2016) argued that intrinsic motivation does not consistently predict performance outcomes when such outcomes are externally controlled, as in the case of grades. Their meta-analysis highlights that intrinsic motivation is more strongly associated with quality of performance rather than quantity or standardized measures. Similarly, Howard et al. (2021) emphasized that intrinsic motivation is a robust predictor of engagement, persistence, and psychological well-being, yet its direct linkage to performance outcomes is contingent upon contextual factors, including the nature of assessment and learning environment. In the same vein, Gaspard et al. (2017) found that intrinsic motivation is more closely related to deep cognitive engagement and meaningful learning processes rather than immediate, performance-based indicators.

These findings suggest that intrinsic goal orientation plays a crucial role in fostering meaningful and sustained learning, but its effects may not be readily captured through conventional metrics of academic performance. This underscores a fundamental limitation in relying solely on grades as indicators of student learning. It also calls for a re-examination of assessment practices in educational settings. To better align intrinsic motivation with academic outcomes, educators may consider integrating authentic assessments, performance-based tasks, and reflective learning activities that value depth of understanding alongside measurable outputs. While intrinsic motivation remains a vital component of effective learning, its impact appears to be more longitudinal and qualitative in nature, contributing to the development of higher-order thinking skills, lifelong learning habits, and intellectual curiosity rather than immediate gains in academic performance.

Extrinsic Goal Orientation

Table 7 presents the correlation analysis between extrinsic goal orientation and academic performance, which yielded an r -value of -0.179 with a p -value of $.075$. This indicates a weak negative relationship that is not statistically significant, suggesting that extrinsic motivation does not have a meaningful influence on students' academic performance.

Table 7. Correlation between Motivational Strategies and Academic Performance in terms of Extrinsic Goal Orientation

Independent Variables Correlated with Academic Performance	Pearson r	Probability	Interpretation	Decision
Extrinsic Goal Orientation	-0.179	0.075	Not significant	Reject H_{a2}
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation between extrinsic goal orientation and academic performance yielded an r -value of -0.179 with a p -value of $.075$, indicating a weak negative relationship that is not statistically significant. Since the computed p -value exceeds the 0.05 level of significance, the alternative hypothesis is rejected. This suggests that extrinsic goal orientation does not have a meaningful or reliable relationship with academic performance among the respondents.

Despite the lack of statistical significance, the negative direction of the relationship offers important insights into the role of extrinsic motivation in learning. Extrinsically motivated students are primarily driven by external rewards such as grades, recognition, or approval. While these factors can stimulate effort and task completion, they often encourage a performance-oriented mindset rather than a mastery-oriented approach. As a result, students may prioritize obtaining favorable outcomes over developing a deep and lasting understanding of the subject matter. This tendency can lead to the adoption of surface-level learning strategies, such as memorization, minimal compliance with requirements, and short-term study habits, which are less effective for achieving high-quality academic performance.

The reliance on external incentives may foster conditional engagement, wherein students exert effort only when rewards or consequences are immediately present. This pattern can reduce the consistency and sustainability of learning behaviors over time. When motivation is externally regulated, students may become less likely to

engage in self-initiated learning, critical thinking, or independent exploration skills that are essential for higher academic achievement. Consequently, the emphasis on external outcomes rather than internalized learning processes may create a disconnect between effort and meaningful academic success, contributing to the observed negative trend.

Another important consideration is that extrinsic motivation, while effective in increasing short-term productivity, may not support the development of self-regulated learning strategies. Academic performance, particularly in higher education, often requires sustained effort, strategic planning, and metacognitive awareness. Students who rely heavily on extrinsic motivators may struggle to internalize these processes, thereby limiting their ability to perform consistently across varied academic tasks. This may explain why the relationship, although negative, remains weak and statistically insignificant.

The findings of this study are consistent with existing literature. Benabou and Tirole (2016) argued that external rewards do not uniformly enhance performance and, in some cases, may undermine intrinsic engagement, particularly when tasks require cognitive depth and creativity. Similarly, Howard et al. (2021) found that controlled forms of motivation, such as extrinsic goal orientation, exhibit weaker and less stable relationships with academic outcomes compared to autonomous forms of motivation. In addition, Cochanco et al. (2021) reported that while extrinsic motivation can promote compliance and immediate task engagement, it is often associated with surface learning approaches and does not necessarily translate into sustained or high-level academic performance.

These findings suggest that while extrinsic goal orientation can play a role in initiating student effort, it is insufficient as a standalone predictor of academic success. Its influence appears to be limited, context-dependent, and potentially counterproductive when it discourages deeper engagement with learning. This underscores the importance of balancing extrinsic incentives with instructional practices that foster intrinsic interest, self-regulation, and mastery-oriented learning. Educators may therefore consider designing learning environments that gradually internalize motivation, shifting students from externally driven behaviors toward more autonomous and meaningful engagement with academic tasks.

Task Value

Table 8 presents the correlation analysis between task value and academic performance, which yielded an r-value of -0.190 with a p-value of .059. This indicates a weak negative relationship that is not statistically significant, as the computed p-value is greater than the 0.05 level of significance.

Table 8. Correlation between Motivational Strategies and Academic Performance in terms of Task Value

Independent Variables Correlated with Academic Performance	Pearson r	Probability	Interpretation	Decision
Task Value	-0.190	0.059	Not significant	Reject Ha ₃
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation between task value and academic performance yielded an r-value of -0.190 with a p-value of .059, indicating a weak negative relationship that is not statistically significant. Since the computed p-value exceeds the 0.05 level of significance, the alternative hypothesis is rejected. This suggests that students' perceived value of academic tasks does not have a statistically significant relationship with their academic performance.

Despite the lack of significance, the negative direction of the relationship provides meaningful interpretive insight. Task value reflects the degree to which students perceive academic activities as important, useful, or interesting. Students who assign high value to tasks are often inclined toward deeper cognitive engagement, reflective thinking, and long-term learning goals. However, this orientation may not always translate into immediate performance outcomes, particularly in educational contexts where assessment systems emphasize

accuracy, efficiency, and adherence to specific grading criteria. As such, students who value learning for its intrinsic importance may prioritize understanding and exploration over performance optimization, which can result in a slight misalignment with grade-based evaluation systems.

The perception of task value may remain largely cognitive or attitudinal if it is not supported by corresponding behavioral strategies. In other words, recognizing the importance of a task does not automatically ensure the use of effective study habits, time management, or performance strategies. This gap between valuing a task and executing the necessary actions to succeed may weaken the observable relationship between task value and academic performance. Students may be motivated in principle but may lack the regulatory skills required to translate that motivation into consistent academic achievement.

The academic performance is a multifaceted construct influenced by several proximal variables, including self-regulation, metacognitive strategy use, and alignment with assessment demands. These factors may mediate or even override the influence of task value. Without strong strategic engagement, the positive effects of valuing a task may not be fully realized in measurable outcomes such as grades. This helps explain why the relationship, although negative, remains weak and statistically insignificant.

The findings of this study are consistent with prior research. Hulleman et al. (2017) emphasized that task value plays a significant role in enhancing students' interest and engagement, yet its direct effect on academic performance, particularly when measured through grades, is not always robust. Similarly, Gaspard et al. (2017) found that task value is more strongly linked to engagement and learning processes rather than immediate performance indicators. Furthermore, Dietrich et al. (2019) reported that while perceived task value can increase effort and persistence, its impact on achievement is often indirect and mediated by variables such as strategy use, self-regulation, and instructional context.

Taken together, these findings suggest that task value is an important motivational construct that supports meaningful learning and sustained engagement, but it is not a direct predictor of academic performance. Its influence appears to operate through indirect pathways, particularly by shaping how students engage with learning tasks. This highlights the importance of instructional practices that not only enhance students' perception of task value but also equip them with the necessary cognitive and self-regulatory strategies to translate that value into effective academic performance.

Control of Learning Beliefs

Table 9 presents the correlation analysis between control of learning beliefs and academic performance, which yielded an r -value of -0.383 with a p -value of $.000$. This indicates a moderate negative relationship that is statistically significant, as the p -value is less than the 0.05 level of significance.

Table 9. Correlation between Motivational Strategies and Academic Performance in terms of Control of Learning Beliefs

Independent Variables Correlated with Academic Performance	Pearson r	Probability	Interpretation	Decision
Control of Learning Beliefs	-0.383	0.000	Significant	Accept H_{a4}
**. Correlation is significant at the 0.01 level (2-tailed).				

Given that the computed p -value ($.000$) is lower than the 0.05 level of significance, the alternative hypothesis is accepted. This indicates that there is a statistically significant relationship between control of learning beliefs and academic performance among the respondents. However, the relationship is negative, suggesting that higher levels of perceived control are associated with lower academic performance.

At first glance, this finding appears counterintuitive, as control of learning beliefs, defined as students' perception that their academic outcomes are contingent upon their own effort and actions, is generally considered a positive motivational construct. However, the negative direction of the relationship suggests a more nuanced

interpretation. One plausible explanation is that some students may develop an inflated sense of control over their learning outcomes, leading to overconfidence. This overestimation may reduce their perceived need to engage in deliberate and effortful learning strategies, such as planning, monitoring, and evaluating their academic work. As a result, despite strong beliefs in their ability to influence outcomes, their actual performance may suffer due to insufficient strategic engagement. Moreover, control beliefs that are not grounded in accurate self-assessment may lead to ineffective learning behaviors. Students who strongly believe that effort alone guarantees success may overlook the importance of using appropriate cognitive and metacognitive strategies. Academic performance, particularly in higher education, requires not only effort but also the strategic application of skills such as time management, critical thinking, and self-monitoring. Without these, perceived control may become maladaptive, creating a disconnect between confidence and competence.

Another explanation lies in the distinction between *perceived control* and *actual control*. While students may feel that they have high control over their learning, this perception does not necessarily reflect their actual ability to regulate their learning processes effectively. This misalignment may result in suboptimal academic behaviors, such as procrastination, poor planning, or inadequate preparation for assessments.

The findings of this study are supported by existing literature. Honicke and Broadbent (2016) emphasized that while self-efficacy and control beliefs are important motivational predictors, their impact on academic performance is largely mediated by students' use of self-regulated learning strategies. Similarly, Panadero (2017) highlighted that effective self-regulation, including goal setting, monitoring, and reflection, is essential in translating motivational beliefs into academic success. Without these regulatory processes, motivational constructs such as control beliefs may not yield positive performance outcomes. Furthermore, Binali (2021) found that perceived control alone is insufficient to predict academic achievement, as performance is shaped by the complex interaction of motivation, strategy use, and contextual factors.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This section presents the summary of findings derived from the analysis of data on students' motivational strategies and academic performance. It also provides the corresponding conclusions based on the results of the study and offers relevant recommendations aimed at improving instructional practices and enhancing students' academic outcomes.

Summary of Findings

This study determined the level of motivational strategies and academic performance of Bachelor of Elementary Education students at Don Carlos Polytechnic College. It also examined the significant relationship between motivational strategies and academic performance

The findings revealed that the respondents demonstrated a high level of motivational strategies across all dimensions. Intrinsic goal orientation obtained an overall mean of 4.00, interpreted as High. Extrinsic goal orientation obtained an overall mean of 3.97, interpreted as High. Task value recorded the highest overall mean of 4.22, interpreted as High, while control of learning beliefs obtained an overall mean of 4.21, also interpreted as High.

With respect to academic performance, the majority of the respondents obtained grades within the Excellent, Very Good, and Good categories, indicating a generally high level of academic performance among the Bachelor of Elementary Education students.

The correlation analysis revealed that intrinsic goal orientation ($r = -0.049$, $p = .626$), extrinsic goal orientation ($r = -0.179$, $p = .075$), and task value ($r = -0.190$, $p = .059$) had no significant relationship with academic performance. In contrast, control of learning beliefs ($r = -0.383$, $p = .000$) exhibited a significant moderate negative relationship with academic performance.

Conclusion

Based on the results of the study, the following conclusions were derived:

The Bachelor of Elementary Education students demonstrated a high level of motivational strategy in terms of intrinsic goal orientation, extrinsic goal orientation, task value, and control of learning beliefs. This indicates that the respondents generally possessed strong motivational characteristics that supported their engagement in academic activities.

The Bachelor of Elementary Education students exhibited a high level of academic performance, as reflected in the majority of respondents obtaining grades within the Excellent, Very Good, and Good categories. This suggests that the respondents generally met or exceeded the expected academic standards of the institution.

The intrinsic goal orientation, extrinsic goal orientation, and task value were not significantly related to academic performance. Thus, these motivational dimensions did not significantly influence the respondents' academic achievement as measured by their grades. However, control of learning beliefs demonstrated a significant moderate negative relationship with academic performance, indicating that students with higher perceived control over their learning tended to obtain lower academic performance. Consequently, the alternative hypotheses stating that intrinsic goal orientation, extrinsic goal orientation, and task value were significantly related to academic performance were rejected, while the hypothesis on control of learning beliefs was accepted.

Recommendation

Based on the findings of the study, the following recommendations can be made:

To the students, they are encouraged to sustain and further strengthen their motivational strategies, particularly their intrinsic motivation, appreciation of task value, and sense of responsibility for learning.

To the teachers and curriculum developers, they are encouraged to design and implement learner-centered instructional strategies that promote meaningful learning experiences while integrating activities that strengthen students' self-regulation, metacognitive skills, and effective study habits.

To the school administrators, educational institutions, and policymakers, they are encouraged to develop and strengthen academic support programs, including mentoring, academic advising, learning skills workshops, and student development initiatives that foster effective learning behaviors.

To future researchers, it is recommended that similar studies be conducted using larger and more diverse samples from different higher education institutions to enhance the generalizability of the findings

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