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Motivated Strategies for Learning and Academic Performance of the Grade Vi Pupils in Sirawai Central School, Sirawai District, Schools Division of Zamboanga Del Norte

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ABSTRACT: This study aimed to determine the motivated strategies for learning and their influence on academic performance among the grade six students of the Sirawai Central School, Sirawai District, Schools Division of Zamboanga Del Norte, during the school year 2025-2026. It utilized survey and descriptive-correlational research methods. There were two hundred eighteen (218) grade six pupils who served as respondents. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tests used with Microsoft Excel Data Analysis ToolPack and JAMOVI as the statistical software. The perceived level of motivated strategies for learning was high (AWV = 3.95). Extrinsic goal orientation ranked highest (AWV = 4.06), followed by task value (AWV = 4.00), control of learning beliefs (AWV = 3.94), self-efficacy (AWV = 3.90), and intrinsic goal orientation (AWV = 3.87). The level of academic performance was satisfactory (AWV = 2.88, equivalent to 80–84). No pupil received a failing grade. The largest group (44.95%) fall under Fairly Satisfactory (75–79), while only 5.50% achieved Outstanding (90–100). A positive, negligible correlation (rho = 0.054) was found, which was not significant (p = 0.429).

Based on the findings, the author recommends that the Department of Education–Zamboanga del Norte Division encourage teachers to integrate explicit instruction on self-regulated learning strategies, such as goal setting, time management, self-monitoring, and metacognitive reflection, into classroom activities. These strategies may help pupils effectively translate their high level of motivation into improved academic performance and more meaningful learning outcomes.

KEYWORDS: motivated strategies for learning, academic performance, grade VI pupils

INTRODUCTION

Motivated strategies for learning refer to the combination of students' motivational beliefs (such as self-efficacy, task value, and goal orientation) and their use of cognitive and metacognitive strategies (such as rehearsal, elaboration, and self-regulation) to manage their own learning. The learners who report higher intrinsic motivation and self-efficacy tend to employ more sophisticated learning strategies, which in turn support deeper processing of academic tasks (Hariri et al., 2021). Khampirat (2021) shows, through the validation of the Motivated Strategies for Learning Questionnaire (MSLQ), that motivation and learning strategies form a coherent construct that can reliably describe how students plan, monitor, and regulate their learning behaviors in school settings. These perspectives suggest that understanding motivated strategies for learning is essential when examining how Grade VI pupils approach classroom tasks, homework, and assessments in the elementary level.

Academic performance refers to the measurable outcomes of learners' knowledge, skills, and competencies as reflected in their grades, test scores, and classroom accomplishments. It serves as an important indicator of how well pupils understand lessons, apply concepts, and meet the expected learning standards of the curriculum. According to Alipio (2021), academic performance is influenced not only by cognitive ability but also by learners' self-efficacy, motivation, social support, and learning conditions, which help shape their capacity to succeed in school. Similarly, Almerino et al. (2020) emphasized that academic performance in the Philippine K to 12 context reflects the extent to which learners attain curriculum competencies and demonstrate readiness for higher levels of learning. Thus, academic performance among Grade Six pupils may be understood as the result of both personal learning factors and school-related support systems that contribute to their achievement and preparation for secondary education.

The importance of motivated strategies for learning lies in their strong link to academic achievement across basic and higher education. The Grade 6 learners' self-regulated learning strategies, particularly metacognition and effort regulation, significantly predicted performance in

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literacy and mathematics, highlighting how strategy use can compensate for differences in background or school context (Ha et al. 2023). Xu et al. (2023) reported that interventions explicitly designed to strengthen self-regulated and motivated learning strategies produced a moderate positive effect on learners' test scores in K–12 and higher education online and blended environments, underscoring that when schools intentionally cultivate these strategies, learners' outcomes improve.

Empirical findings also indicate a consistent relationship between motivated strategies for learning and academic performance, which is highly relevant to Grade VI pupils in the Philippine elementary context. The junior and senior high school students with stronger intrinsic motivation, better time management, and more effective cognitive strategies achieved higher grades, suggesting that both motivational beliefs and strategic behaviors are critical drivers of performance Gbollie & Keamu, 2017). In the Philippine setting, Veneracion (2023) showed that Grade 8 students who reported higher levels of self-efficacy and responsibility for learning, alongside frequent use of planning, self-monitoring, and rehearsal strategies, obtained significantly better science grades, demonstrating that motivated strategies for learning can meaningfully predict academic performance among basic education learners a pattern that can reasonably be expected among Grade VI pupils as well.

Despite the growing local and international research on motivation, learning strategies, and academic achievement, significant gaps remain regarding Grade VI pupils in Sirawai District, Schools Division of Zamboanga del Norte. Philippine studies have largely focused on older learners, junior high school students, often in private school settings (e.g., Nacua et al., 2024), and college students (e.g., Biboso & Dela Cruz, 2025), leaving public elementary pupils underrepresented and limiting the developmental relevance of existing findings. Moreover, evidence from private or tertiary contexts may not be directly applicable to district public schools, which have different learning conditions and resources, creating a local context gap. Finally, many studies emphasize broad motivation–achievement links but provide limited evidence on how pupils actually apply motivated learning strategies (e.g., goal-setting, self-monitoring, effort regulation) and how these practices relate to actual academic performance at the elementary level, underscoring the need for localized, context-sensitive research in Sirawai District.

LITERATURE

Motivated Strategies for Learning

Hariri et al. (2021) found that student motivation and learning strategies are significantly positively correlated in an Indonesian secondary school context, and that the value component of motivation was the strongest predictor of strategy use. Similarly, Xu and colleagues (2023) conducted a meta-analysis of self-regulated learning interventions and concluded that interventions targeting motivated strategies for learning produced moderate positive effects on academic achievement, thereby underscoring the importance of motivated strategies for learning across contexts.

Intrinsic Goal Orientation

Usán et al. (2019) reported that intrinsic motivations and task-oriented goal orientations showed positive relationships with academic performance, whereas extrinsic motivations were linked to ego-oriented goals and less adaptive patterns of performance. In a broader review, Ryan & Deci (2020)drawing on self-determination theory argue that both intrinsic and well-internalized extrinsic goal orientations contribute positively to educational outcomes, but extrinsic motivations that remain externalized tend to undermine deep engagement.

Extrinsic Goal Orientation

Extrinsic goal orientation refers to learning driven by external rewards such as grades, praise, or recognition. Usán and Salavera (2018) found that students motivated by grades and competition tend to demonstrate surface learning strategies, focusing more on performance than mastery, which can lead to short-term achievement but limited deep understanding. Similarly, Rodríguez-Molina et al. (2021) reported that externally motivated learners are more likely to study for rewards and teacher approval rather than personal interest, resulting in less intrinsic engagement and reduced persistence when tasks become challenging. These findings suggest that extrinsic motives may improve academic performance temporarily but are less effective in sustaining long-term learning.

Task Value

Lee and Lee Watson (2020) studied MOOC learners and found that stronger task value beliefs (i.e., perceiving the task as important or useful) were positively associated with the use of self-regulated learning strategies, and thus indirectly linked to higher learning outcomes. In a more recent study, Pelin (2021) found that task value partially mediated the relationship between self-efficacy and mastery-approach goals among university students, highlighting the centrality of task value in motivated learning processes.

Control of Learning Beliefs

Control of learning beliefs refers to students' perceptions that their academic outcomes depend on their own effort and learning strategies. Artino and Jones (2021) found that learners who believe they can control their learning are more likely to use self-regulated strategies, leading to higher academic performance in digital and classroom environments. Likewise, Muis et al. (2020) reported that students who perceive strong control over their learning are more persistent, apply deeper learning behaviors, and achieve better results compared to those who attribute success to luck or external factors. These findings suggest that when learners recognize that their academic success is shaped by their own actions, they adopt more effective strategies that enhance their academic achievement.

Self-efficacy

Self-efficacy plays a crucial role in predicting learners' effort, persistence, and academic performance. Gan et al. (2023) found that students with high academic self-efficacy were more engaged in learning tasks and demonstrated greater persistence when facing academic challenges, resulting in improved academic outcomes. Similarly, Honicke and Broadbent (2023) revealed that students' belief in their ability to control their learning strongly influenced their strategic learning behaviors and performance, suggesting that self-efficacy drives the use of effective study strategies. These findings emphasize that pupils with stronger academic confidence are more likely to adopt motivated strategies, leading to enhanced achievement in school.

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Academic Performance

In a study of the Philippine K-12 basic education system, Almerino et al. (2020) evaluated the academic performance of K-12 students using a standardized test (SATA) spanning STEM, ABM and SHS strands. They noted misalignments between curriculum expectations and student outcomes highlighting that academic performance remains a challenge under the K-12 reform in the Philippines. Ognase (2024) examined factors associated with academic performance in a new subject Philippine Politics and Governance, finding that both intrinsic factors (interest, study habits) and extrinsic factors (parent-child relationship, teacher support) significantly relate to first-quarter grades of students.

Conceptual Framework

The conceptual framework is illustrated in Figure 3. Part I outlines the profile of the respondents, categorized in terms of sex, age, family/guardian income, ethnic background, and parental education. Part II highlights the independent variable, motivated strategies for learning, which is measured through five indicators, namely: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy. This section consists of twenty-six (26) items designed to assess the respondents' level of motivated strategies for learning. Part III presents the dependent variable, students' academic performance, which is evaluated based on the DepEd grading system. Figure 1 shows the conceptual framework.

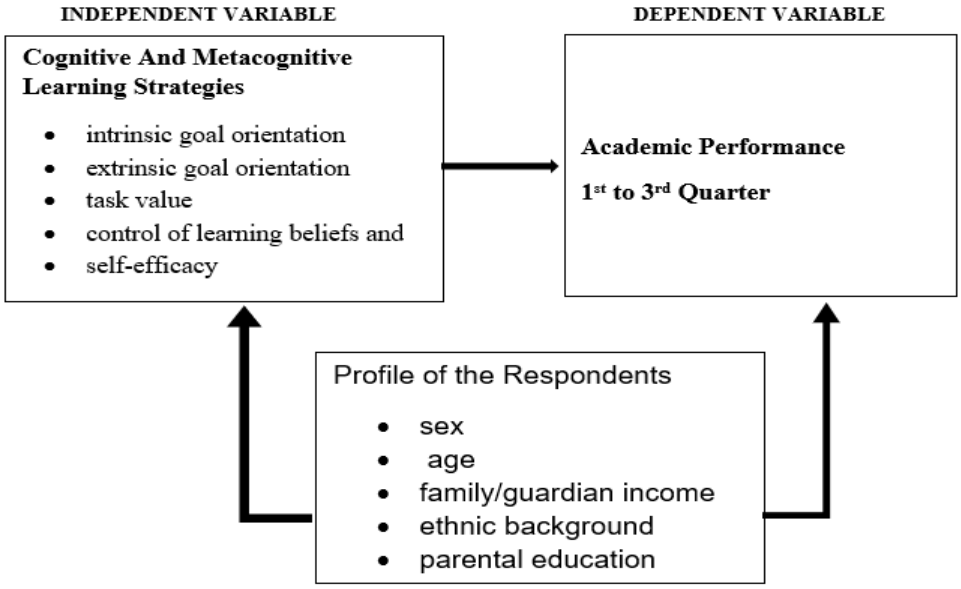


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the motivated strategies for learning and their influence on academic performance among the grade six pupils of Sirawa Central School, Sirawai District, Schools Division Of Zamboanga Del Norte during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of motivated strategies for learning in terms of:
1.1. intrinsic goal orientation;
1.2. extrinsic goal orientation;
1.3. task value
1.4. control of learning beliefs; and
1.5. self-efficacy?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship between the perceived level of motivated strategies for learning and level of academic performance?

Hypotheses

1. There is no significant relationship in the perceived level of motivated strategies for learning and academic performance.

Scope and Limitations of the Study

This study is limited to the motivated strategies for learning and how they affect the academic performance among two hundred eighteen (218) grade six pupils in Sirawai Central School, Sirawai District, Schools Division of Zamboanga Del Norte during the school year 2025-2026. The study focused on five indicators, such as intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy with twenty-six (26) items related to motivated strategies for learning as the independent variables. Academic performance, the dependent variable, was based on respondents' grades from the first to third quarter during the school year 2025–2026, as officially provided by the class adviser.

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RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the motivated strategies for learning and academic performance through a questionnaire. Lijuan (2024), survey research is a data collection method used to obtain subject-related information, also referred to as the questionnaire method. It is often used in conjunction with other research methods such as experimental methods and observational methods. In survey research, researchers collect data on individual sensations, motivations, attitudes, values, experiences, and other aspects using predetermined questions in the form of questionnaires or interviews." Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the motivated strategies for learning and academic performance, without the influence of extraneous variables.

Research Instrument

The questionnaire used in the study consisted of three parts: Part I: motivated strategies for learning adopted from Pintrich, P. R. (1991), with five indicators, namely: intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy. Part II: Pupils Academic Performance is the actual performance of pupils from the first to third quarter taken from teachers.

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the motivated strategies for learning and academic performance.

Scoring Procedure

Motivated Strategies for Learning

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Performance Based on D.O NO. 8 Series of 2015

Scale	Description (DepEd Descriptor)	Grading Scale	Remarks
5	Outstanding	90–100	Passed
4	Very Satisfactory	85–89	Passed
3	Satisfactory	80–84	Passed
2	Fairly Satisfactory	75–79	Passed
1	Did Not Meet Expectations	Below 75	Failed

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane, 2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between motivated strategies for learning and academic performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
	0.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of motivated strategies for learning in terms of:

1.1. intrinsic goal orientation;

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1.2. extrinsic goal orientation;
1.3. task value
1.4. control of learning beliefs; and
1.5. self-efficacy?

Table 1: Perceived Level of Motivated Strategies for Learning in Terms of Intrinsic Goal Orientation

A. Intrinsic Goal Orientation	AWV	SD	Description	Interpretation
1. In a class like this, I prefer course material that really challenges me so I can learn new things.	4.00	1.07	Agree	High
2. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	3.79	0.88	Agree	High
3. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	3.92	1.02	Agree	High
4. When I have the opportunity in this class, I choose course assignments that I can learn from, even if they don't guarantee a good grade.	3.79	1.03	Agree	High
Overall	**3.87**	**0.88**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 reflects the perceived level of motivated strategies for learning in terms of goal orientation. The data asserts that the overall weighted mean of 3.87 (SD = 0.88), described as "Agree" and interpreted as "High," indicates that pupils consistently endorse learning for the sake of mastery, curiosity, and meaningful understanding rather than merely for external rewards or grades. The highest-rated item (Item 1, AWV = 4.00, SD = 1.07) suggests that pupils actively seek challenging course material as a means of learning new things, a hallmark of self-determined motivation. The consistently high ratings across all four items, with standard deviations ranging from 0.88 to 1.07, reflect a relatively uniform endorsement of intrinsic goal orientation among the respondents. This finding is particularly significant given the context of the research title, examining motivated strategies for learning and academic performance. Recent Philippine-based studies affirm that intrinsic motivation serves as a critical mediator between self-regulated learning strategies and academic achievement. A 2025 study by Tion and Esparrago-Kalidas among Grade 4 to 6 learners in Philippine schools found that the majority of elementary pupils exhibit high levels of intrinsic motivation, which demonstrated a moderate positive correlation with social-emotional learning competencies, highlighting its role in fostering educational engagement. Similarly, Toroba (2025) identified intrinsic motivation as a crucial factor in the relationship between self-regulated learning practices and academic success among Junior High School students in the Philippines, emphasizing that developing students' intrinsic drive enhances their engagement and performance across subject areas. Cabilan and Peteros (2024) further reinforced this by identifying motivational strategies, of which intrinsic goal orientation is a core component, as the strongest predictors of mathematics performance among Filipino students, surpassing even cognitive and metacognitive strategies in predictive power. Collectively, these findings suggest that the high level of intrinsic goal orientation observed in the current sample is a favorable indicator that may positively influence the academic performance of Grade VI pupils, positioning them to employ deeper learning strategies, persist through academic challenges, and achieve meaningful learning outcomes.

Table 2: Perceived Level of Motivated Strategies for Learning in Terms of Extrinsic Goal Orientation

B. Extrinsic Goal Orientation	AWV	SD	Description	Interpretation
1. Getting a good grade in this class is the most satisfying thing for me right now.	4.12	1.02	Agree	High
2. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	4.13	1.00	Agree	High
3. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	4.09	1.03	Agree	High
4. If I can, I want to get better grades in this class than most of the other students.	3.91	1.03	Agree	High
Overall	**4.06**	**0.86**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 2 discloses the perceived level of motivational strategies for learning in terms of extrinsic goal orientation. The data show that respondents demonstrated a high level of extrinsic motivation, with an overall weighted mean of 4.06 (SD = 0.86), described as "Agree" and interpreted as "High." The highest-rated items relate to grade attainment (Item 2, AWV = 4.13; Item 1, AWV = 4.12) and demonstrating ability to family and others (Item 3, AWV = 4.09), while the item concerning social comparison (getting better grades than other students) received a relatively lower rating (Item 4, AWV = 3.91). This pattern suggests that pupils are strongly motivated by tangible academic outcomes and by the desire to prove their competence to significant others, rather than by competitive positioning against peers. This finding is particularly significant

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within the Philippine educational context. Recent research among elementary learners in the Philippines indicates that extrinsic motivation remains a powerful driver of academic engagement, often complementing intrinsic orientations. A 2025 study on Grade 4–6 learners found that the majority demonstrate high levels of both intrinsic and extrinsic motivation, with extrinsic motivation showing a weak but significant positive correlation with social-emotional learning competencies (Tion & Esparrago-Kalidas, 2025). Similarly, a phenomenological study among top-performing college students in Capiz State University revealed that most high-achieving students were predominantly extrinsically motivated, drawing strength from family, friends, and spiritual beliefs, with extrinsic motivation serving to build self-confidence, maintain high grades, and sustain academic excellence (Dayalo & Potato, 2024). Furthermore, a 2025 study on board examination performance in Northern Mindanao found that while overall motivation was high, extrinsic factors alone showed no significant relationship to exam outcomes, suggesting that extrinsic goal orientation may be most effective when combined with other motivational dimensions such as goal orientation, academic persistence, and resilience (Abang, 2025). The high level of extrinsic motivation observed in the current sample, particularly the emphasis on pleasing family and achieving good grades, is therefore a culturally relevant finding, reflecting the collectivist values prevalent in Filipino families, where academic success is often viewed as a shared family achievement. This orientation may serve as a significant positive factor influencing the academic performance of Grade VI pupils, provided it is balanced with intrinsic learning engagement.

Table 3: Perceived Level of Motivated Strategies for Learning in Terms of Task Value

C. Task Value	AWV	SD	Description	Interpretation
1. I think I will be able to use what I learn in this course in other courses.	3.88	0.99	Agree	High
2. It is important for me to learn the course material in this class.	3.99	1.01	Agree	High
3. I think the course material in this class is useful for me to learn.	4.03	0.98	Agree	High
4. I am very interested in the content area of this course.	3.90	0.97	Agree	High
5. I like the subject matter of this course.	4.08	0.95	Agree	High
6. Understanding the subject matter of this course is very important to me.	4.13	0.98	Agree	High
Overall	**4.00**	**0.82**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 exhibits the perceived level of motivated strategies for learning in terms of task value. The data reveal a high level of perceived importance, usefulness, and interest in course material among respondents, with an overall weighted mean of 4.00 (SD = 0.82), described as "Agree" and interpreted as "High." The highest-rated items reflect the personal significance pupils attach to their learning, particularly "Understanding the subject matter of this course is very important to me" (Item 6, AWV = 4.13) and "I like the subject matter of this course" (Item 5, AWV = 4.08). Items related to practical usefulness (Item 3, AWV = 4.03) and cross-course applicability (Item 1, AWV = 3.88) also received consistently high ratings, with standard deviations ranging from 0.95 to 1.01, indicating moderate variability in responses. This finding is particularly significant within the Philippine educational context, as task value, the learner's perception of the importance, utility, and interest of academic tasks, serves as a critical motivational driver for engagement and self-regulated learning. A 2025 study by Gayrama among Filipino university students revealed that enhancing the perceived value of tasks serves as a significant pathway to improving student outcomes, with both perceived choice and competence directly increasing task value. This aligns with self-determination theory, which posits that when learners find personal meaning and relevance in academic content, they are more likely to engage deeply and persist through challenges. Among elementary learners, high task value is especially crucial as it fosters intrinsic motivation and helps pupils connect classroom learning to their daily lives and future aspirations, an alignment consistent with the Department of Education's current emphasis on producing work-ready and purpose-driven graduates (DepEd, 2025). The consistently high task value scores observed in the current sample, therefore, suggest that Grade VI pupils at Sirawai Central School are positioned to engage meaningfully with their learning, a favorable indicator for both motivated strategy use and academic performance.

Table 4: Perceived Level of Motivated Strategies for Learning in Terms of Control of Learning Beliefs

D. Control of Learning Beliefs	AWV	SD	Description	Interpretation
1. If I study in appropriate ways, then I will be able to learn the material in this course.	3.98	1.00	Agree	High
2. If I try hard enough, then I will understand the course material.	3.94	1.07	Agree	High
3. It is my own fault if I don't learn the material in this course.	4.00	1.06	Agree	High
4. If I don't understand the course material, it is because I didn't try hard enough.	3.87	1.00	Agree	High
Overall	**3.94**	**0.81**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 4 conveys the perceived level of motivated strategies for learning in terms of control of learning beliefs. The results attest that the respondents possess a high level of perceived control over their academic outcomes, with an overall weighted mean of 3.94 (SD = 0.81), described as "Agree" and interpreted as "High." Among the four items, the highest rating was observed in Item 3 ("It is my own fault if I don't learn the material in this course," AWV = 4.00, SD = 1.06), followed closely by Item 1 ("If I study in appropriate ways, then I will be able to learn the material," AWV = 3.98, SD = 1.00). Item 4 received the lowest rating ("If I don't understand the course material, it is because I didn't try hard enough," AWV = 3.87, SD = 1.00), suggesting that while pupils strongly endorse personal responsibility for learning outcomes, they are slightly more cautious about attributing lack of understanding solely to insufficient effort. The standard deviations ranging from 1.00 to 1.07 indicate moderate variability in responses across the sample. This finding is particularly significant within the Philippine educational context, as control of learning beliefs, the perception that academic success depends on one's own effort and effective strategies rather than external factors, is a critical component of self-regulated learning and academic resilience. Research among Filipino students has demonstrated that perceived academic control is significantly influenced by cultural belief systems; specifically, a study by David and Bernardo (2021) found that "reward for application", the belief that effort and investment will lead to positive outcomes, positively influences students' perceived academic control, whereas fatalistic beliefs (fate control) negatively impact it. This suggests that the high control beliefs observed in the current sample may be culturally anchored in the Filipino value of pagpupursigi (persistence) and the belief that hard work yields positive results. Moreover, a 2025 study by Ondaro and Dagoc among Filipino university students revealed that students' epistemological beliefs, including beliefs about the certainty, stability, and structure of knowledge, are significantly and positively related to self-efficacy, and both directly influence academic performance. This reinforces the notion that learners' beliefs about their ability to control learning outcomes serve as foundational drivers of academic success. Tion and Esparrago-Kalidas (2025) similarly found among Grade 4–6 learners in the Philippines that self-efficacy for learning and performance, a construct closely related to control beliefs, demonstrated a strong positive correlation with social-emotional learning competencies, highlighting the role of positive learning beliefs in fostering educational engagement. The high level of control beliefs observed in this sample is particularly noteworthy given the socioeconomic profile of respondents reported in earlier tables (Tables 4 and 6), where the majority of pupils come from low-income households with parents having limited formal education. Research by Alinsunurin (2021) using PISA data revealed that while a growth mindset positively influences academic achievement among Filipino students, this effect interacts with socioeconomic status. This underscores the importance of nurturing strong control beliefs as a potential protective factor that may help mitigate the challenges associated with socioeconomic disadvantage. For the Grade VI pupils in Sirawai Central School, their strong belief that effort and appropriate study strategies lead to learning success is a promising foundation for academic achievement, suggesting that interventions aimed at reinforcing these beliefs could yield meaningful improvements in learning outcomes.

Table 5: Perceived Level of Motivated Strategies for Learning in Terms of Self-Efficacy

E. Self-Efficacy	AWV	SD	Description	Interpretation
1. I believe I will receive an excellent grade in this class.	3.92	1.06	Agree	High
2. I'm certain I can understand the most difficult material presented in the readings for this course.	3.85	0.95	Agree	High
3. presented in the readings for this course. I'm confident I can understand the basic concepts taught in this course.	3.89	1.04	Agree	High
4. I'm confident I can understand the most complex material presented by the instructor in this course.	3.76	1.00	Agree	High
5. I'm confident I can do an excellent job on the assignments and tests in this course.	3.87	1.07	Agree	High
6. I expect to do well in this class.	4.03	1.00	Agree	High
7. I'm certain I can master the skills being taught in this class.	3.84	1.01	Agree	High
8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	4.00	1.03	Agree	High
Overall	**3.90**	**0.85**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 manifests the perceived level of motivated strategies for learning in terms of self-efficacy. The outcome avers that the respondents possess a high level of confidence in their academic capabilities, with an overall weighted mean of 3.90 (SD = 0.85), described as "Agree" and interpreted as "High." Among the eight items, the highest ratings were observed in Item 6 ("I expect to do well in this class," AWV = 4.03, SD = 1.00) and Item 8 ("Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class," AWV = 4.00, SD = 1.03), indicating that pupils hold generally positive outcome expectations. The relatively lower rating for Item 4 ("I'm confident I can understand the most complex material presented by the instructor," AWV = 3.76, SD = 1.00) suggests that while pupils are confident about basic and general academic tasks, they express slightly more apprehension when confronted with highly complex instructional content. This finding aligns with recent Philippine research on learner self-efficacy. A 2025 study by Tion and Esparrago-Kalidas among Grade 4–6 learners in Philippine schools revealed that the majority demonstrate high levels of self-efficacy for learning and performance, which showed a strong positive correlation with social-emotional learning competencies. This underscores the critical role of self-efficacy in fostering overall educational

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engagement. Additionally, a 2026 study by Bacongco et al. among Filipino college students found that while students exhibited moderate academic self-efficacy, the construct's relationship with academic performance was complex and context-dependent, suggesting that self-efficacy alone may not guarantee academic success without accompanying learning strategies and engagement. The high self-efficacy scores observed in the current sample are therefore promising but must be considered alongside the motivated learning strategies reported in previous tables. Furthermore, Eyas et al. (2026) found that parental involvement practices serve as important predictors of both learners' academic performance and self-efficacy, highlighting the need for sustained school–home partnerships to nurture and maintain these positive self-beliefs. Gayrama (2025) also emphasized that fostering perceived competence, a construct closely related to self-efficacy, significantly enhances task value and technology-use efficacy, suggesting that reinforcing pupils' sense of competence may lead to broader academic engagement. For the Grade VI pupils at Sirawai Central School, their strong self-efficacy beliefs constitute a valuable motivational asset that, when combined with appropriate learning strategies and supportive home–school environments, can contribute meaningfully to academic performance outcomes.

Table 6: Summary of the Perceived Level of Motivated Strategies for Learning

Indicators	AWV	SD	Description	Interpretation
A. Intrinsic goal orientation	3.87	0.88	Agree	High
B. Extrinsic goal orientation	4.06	0.86	Agree	High
C. Task Value	4.00	0.82	Agree	High
D. Control of Learning Beliefs	3.94	0.81	Agree	High
E. Self-Efficacy	3.90	0.85	Agree	High
Overall	**3.95**	**0.83**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 6 summarizes the perceived level of motivated strategies for learning. The data claims that the respondents demonstrated uniformly high levels across all five motivational indicators. The overall weighted mean of 3.95 (SD = 0.83), described as "Agree" and interpreted as "High," indicates that pupils consistently endorse motivational beliefs conducive to effective learning. Among the indicators, Extrinsic Goal Orientation yielded the highest mean (AWV = 4.06, SD = 0.86), followed closely by Task Value (AWV = 4.00, SD = 0.82), Control of Learning Beliefs (AWV = 3.94, SD = 0.81), Self-Efficacy (AWV = 3.90, SD = 0.85), and Intrinsic Goal Orientation (AWV = 3.87, SD = 0.88). The relatively narrow range of means (3.87–4.06) and consistently low standard deviations (0.81–0.88) suggest a cohesive motivational profile where pupils view their coursework as valuable, believe they can control their learning outcomes through effort and appropriate strategies, and are driven by both internal curiosity and external recognition. A 2025 study by Tion and Esparrago-Kalidas among Grade 4–6 learners found that high levels of both intrinsic and extrinsic motivation are associated with stronger social-emotional learning competencies, which in turn support academic engagement and performance. The elevated extrinsic goal orientation observed in the current sample aligns with the culturally grounded emphasis on family-oriented achievement common in Filipino collectivist values, where academic success is often perceived as a shared family accomplishment. Moreover, research by Maulana et al. (2025) across Southeast Asian contexts, including the Philippines, demonstrated that high task value and control beliefs are critical predictors of student engagement, particularly in resource-constrained settings where learners must rely heavily on self-regulation and perceived relevance of content to sustain motivation. The high self-efficacy scores further reinforce these findings, as self-efficacy has been identified as a strong predictor of academic persistence and performance among Filipino learners, often mediating the relationship between prior achievement and future success. Given the socioeconomic context of Sirawai Central School, where the majority of pupils come from low-income households with parents having limited formal education (as reported in Tables 4 and 6), the uniformly high motivational scores are noteworthy. These findings suggest that despite potential resource constraints, pupils have developed strong motivational beliefs that may serve as protective factors against academic adversity. For educators and school administrators, these results indicate that interventions aimed at sustaining and further strengthening these motivational dimensions, particularly through culturally responsive teaching practices that honor both intrinsic curiosity and family-oriented achievement goals, may yield meaningful improvements in academic performance outcomes.

2. What is the respondents' level of academic performance?

Table 7: Respondents' Level of Academic Performance

Scale	Range of Values		Description	F	%	AWV	Description
1	1.00-1.80	below 75	Did not meet expectations	0	0.00	**2.88**	**Satisfactory**
2	1.81-2.60	75-79	Fairly Satisfactory	98	44.95		
3	2.61-3.40	80-84	Satisfactory	61	27.98		
4	3.41-4.20	85-89	Very Satisfactory	47	21.56		
5	4.21-5.00	90-100	Outstanding	12	5.50		

F=Frequency, %=Percent, AWV=Average Weighted Value

Table 7 illustrates the level of academic performance of the respondents. The data show that the respondents collectively achieved a satisfactory level, with an average weighted value of 2.88 (equivalent to an 80–84 grade range). Notably, no pupil fall below the 75 passing threshold, indicating universal promotion readiness. The largest proportion of pupils, 44.95%, were classified under fairly satisfactory (75–79),

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followed by 27.98% as satisfactory (80–84), and 21.56% as Very Satisfactory (85–89). Only 5.50% achieved an outstanding level (90–100). This distribution suggests that while the majority of pupils meet the minimum academic standards, a smaller proportion attain higher levels of mastery. In the context of the earlier findings on motivated strategies for learning, where all motivational indicators (intrinsic and extrinsic goal orientation, task value, control beliefs, and self-efficacy) were rated uniformly high (overall AWV = 3.95), the observed academic performance profile presents an interesting pattern. Recent Philippine research suggests that while motivation is a critical precursor to academic engagement, its translation into high academic performance may be moderated by factors such as learning strategy use, instructional quality, and home learning environment. A 2025 study by Toroba found that among junior high school students, self-regulated learning strategies mediated the relationship between motivation and academic achievement, indicating that high motivation alone does not automatically yield outstanding performance without the accompanying strategic behaviors. Similarly, a 2024 study by Cabilan and Peteros among Filipino learners identified that while motivational strategies were the strongest predictors of mathematics performance, cognitive and metacognitive strategies also contributed significantly to outcomes. In the current sample, the absence of failing grades is a positive indicator of school effectiveness, yet the limited proportion of pupils in the outstanding category suggests potential room for strengthening the connection between pupils' high motivational beliefs and the consistent application of effective learning strategies. Furthermore, a 2026 study by Bacongco et al. among Filipino students highlighted that non-cognitive traits, including motivation and self-efficacy, influence academic performance but operate alongside cognitive factors and contextual variables. The socioeconomic and parental education profile of Sirawai Central School (Tables 4 and 6)\, where nearly 70% of families earn below ₱15,000 monthly and 72% of parents have not completed high school, may also help contextualize the performance distribution, as home-based academic support and resource availability remain critical factors in achieving higher performance levels despite strong pupil motivation.

3. Is there a significant relationship between the perceived level of motivated strategies for learning and level of academic performance?

Table 8: Test of Relationship between the Levels of Motivated Strategies for Learning and Academic Performance

Variables Correlated	rho-value	p-value	Interpretation
Motivated Strategies for Learning and Academic Performance	0.054	0.429	Positive Negligible/Slight Correlation Not Significant

Table 8 discloses the test of the relationship between the levels of motivated strategies for learning and academic performance. The test of the relationship between the overall level of motivated strategies for learning and academic performance yielded a rho-value of 0.054 with a p-value of 0.429, indicating a positive, negligible correlation that is not statistically significant. Thus, the null hypothesis is not rejected. This finding suggests that within the context of Sirawai Central School, pupils' self-reported motivational beliefs (intrinsic/extrinsic goal orientation, task value, control beliefs, and self-efficacy) are not meaningfully associated with their actual academic performance. This result aligns with recent Philippine research highlighting that while motivation is a critical precursor to engagement, its direct link to achievement often depends on mediating variables such as self-regulated learning strategies and cognitive engagement. Toroba (2025) found that motivation alone did not significantly predict science achievement among Filipino junior high students unless mediated by effective learning strategies. Similarly, Cabilan and Peteros (2024) reported that among learners in Davao de Oro, motivational strategies were the strongest predictors of mathematics performance, but the model also required the inclusion of cognitive and metacognitive strategies to fully account for achievement. The negligible correlation observed here may also reflect contextual factors, such as the predominantly low-income and low-parental-education background of the respondents (Tables 4 and 6), where external constraints (e.g., limited home learning resources, instructional quality) could weaken the translation of high motivation into measurable academic outcomes (Eyas et al., 2026; Department of Education, 2025). Thus, while the Grade VI pupils exhibit uniformly high motivational beliefs (overall AWV = 3.95), these beliefs do not automatically translate into higher academic performance, underscoring the need for interventions that also strengthen strategy use and address structural barriers.

DISCUSSION

The findings reveal that the Grade VI pupils of Sirawai Central School possess a high level of motivated strategies for learning, as reflected in the overall weighted mean of 3.95. Among the five dimensions, extrinsic goal orientation obtained the highest rating, indicating that pupils are strongly encouraged by good grades, recognition, and the desire to demonstrate their abilities to their families and other significant individuals. Task value, control of learning beliefs, self-efficacy, and intrinsic goal orientation were likewise rated high, suggesting that the pupils generally value their lessons, believe that effort influences learning, and possess confidence in their academic capabilities. Despite these favorable motivational characteristics, their overall academic performance was only satisfactory, with nearly half of the respondents classified as fairly satisfactory and only a small percentage attaining outstanding grades. Moreover, the negligible and statistically insignificant relationship between motivated strategies for learning and academic performance indicates that high motivation alone does not necessarily result in higher academic achievement. This finding suggests that pupils may possess positive motivational beliefs but may lack the cognitive, metacognitive, time-management, and self-regulation skills necessary to translate motivation into improved academic outcomes. Academic performance may also be influenced by other factors, including instructional practices, learning resources, parental support, socioeconomic conditions, study habits, and the home learning environment. Therefore, teachers should not only sustain pupils' motivation but also provide explicit guidance in goal setting, planning, self-monitoring, effort regulation, and reflective learning to help them apply their motivation more effectively to academic tasks.

CONCLUSION

The study concludes that the Grade VI pupils of Sirawai Central School demonstrate a high level of motivated strategies for learning, particularly in extrinsic goal orientation, task value, control of learning beliefs, self-efficacy, and intrinsic goal orientation. However, their overall academic performance remains satisfactory, with most pupils falling within the fairly satisfactory and satisfactory levels. The absence of a significant

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relationship between motivated strategies for learning and academic performance indicates that motivation alone may not be sufficient to improve academic outcomes. Other factors, such as study habits, learning strategies, instructional support, parental involvement, availability of learning resources, and socioeconomic conditions, may also influence pupils' achievement. Therefore, pupils' motivation should be strengthened alongside the development of effective self-regulated learning skills to help them convert their positive attitudes and beliefs into better academic performance.

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