

# Students' Motivation Towards Academic Achievement in Relation to Engagement in Community Services of Secondary Schools

DARELLE AINEE S. MANUTA \*<sup>1</sup>

<sup>1</sup>Graduate School, UB VDT-ALC, University of Bohol,  
Tagbilaran City, Philippines  
ORCID <https://orcid.org/0000-0002-5715-3476>

*Corresponding Author: [darelleaineesansan@gmail.com](mailto:darelleaineesansan@gmail.com)*

## ABSTRACT

### *Article history:*

Received: 17 Oct 2022

Revised: 14 Dec 2022

Accepted: 31 Jan 2023

Published: 26 March 2023

**Keywords** —Motivation, Academic Achievement, Community Services, Secondary Schools, Tagbilaran City, Bohol, Philippines

The study was conducted to determine the students' level of motivation towards academic achievement in relation to level of engagement in community services of secondary schools in Tagbilaran City, Bohol, SY 2019-2020. Findings revealed that the level of students' motivation towards academic achievement in the three aspects of striving for excellence, desire to learn, and personal incentives is Moderately Motivated while their level of engagement in community services in the three dimensions of motivation, benefits, and areas of interest is Moderately Engaged. The students' level of academic achievement during the first and second quarter of S.Y. 2019-2020 is Very

Satisfactory. There is a significant degree of correlation between students' level of motivation and level of academic achievement, students' level of motivation and engagement in community services, and students' level of motivation towards academic achievement and level of engagement in community services. Moreover, there is a significant degree of difference between the public and private schools' responses as to level of motivation towards academic achievement while no significant degree of difference between the public and private schools' responses as to the level of engagement in community services. It implies that there is a



© Darelle Ainee D. Sansan (2023). Open Access. This article published by ACADEME University of Bohol, Graduate School and Professional Studies is licensed under a Creative Commons Attribution-Noncommercial 4.0 International (CC BY-NC 4.0).

You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

need to improve students' level of motivation, level of academic achievement, and level of engagement to a higher level.

## INTRODUCTION

Education stands as the foundational pillar in the current era of globalization and technological revolution, playing a pivotal role in social capital growth and shaping the trajectory of individuals toward a better life (Battle and Lewis, 2002). This study delves into the multifaceted factors influencing students' academic performance, emphasizing the critical role of motivation and community service engagement.

Motivation is a key determinant of academic success, encompassing both intrinsic and extrinsic variables that fuel students' willingness and dedication to pursue academic excellence (Crosnoe, Johnson & Elder, 2004). Striving for excellence, desire to learn, and personal incentives are identified as crucial aspects of motivation, driving students to not only learn but also excel academically (Waugh, 2002; Njiru, 2003). The study recognizes the broader impact of motivation, extending beyond the classroom to empower students to actively engage in community services.

While various factors, such as student, family, school, and peer-related variables, contribute to academic achievement (Crosnoe, Johnson & Elder, 2004), motivation emerges as a central player. Gupta and Mili (2016) highlight that the transition to high school often sees a decline in student motivation, influenced by external factors like peer relationships and entertainment. Addressing this challenge becomes crucial to fostering academic success.

The theoretical foundation of this study draws from Self-Regulation Theory (Dörnyei, 2005) and the Reinforcement Theory of Motivation by BF Skinner (1985). These frameworks provide insights into the active role learners play in their engagement and the positive reinforcement mechanisms that drive behavior, respectively.

Community service engagement is another dimension crucial for holistic student development. Participation in community services allows students to acquire essential life skills beyond the classroom, fostering social, emotional, and communication skills (Sarikas, 2018). However, the study recognizes the indispensable role of motivation in driving students' involvement in community services, emphasizing the need for motivated individuals to contribute meaningfully to their communities.

The literature review further underscores the interconnectedness of motivation, academic achievement, and community service engagement. Hasan & Khalid (2012), Gupta & Mili (2016), and Brar (2018) provide evidence of the

positive correlation between academic motivation and achievement. Meanwhile, studies like Ritho (2015) and Grubisich (2017) explore the impact of motivational techniques on academic performance and the relationship between community service participation and academic success.

This study aims to contribute to the existing body of knowledge by assessing students' motivation towards academic achievement and their engagement in community services in public and private secondary schools in the city of Tagbilaran. The data obtained will serve as a foundation for devising measures to enhance students' motivation and community service engagement.

As education navigates the challenges and opportunities of the 21st century, understanding and fostering students' motivation is paramount. Through this investigation, the researcher seeks to offer valuable insights that can inform educational practices, ultimately empowering students to excel academically and contribute meaningfully to their communities.

**Statement of the Problem.** The study aims to determine the student's level of motivation towards academic achievement in relation to the level of engagement in community services of secondary schools in S.Y. 2019-2020 with the end view of proposing improvement measures.

Specifically, the study sought to find answers to the following sub-problems:

1. What is the students' level of motivation towards academic achievement in the aspects of:
  - 2.1. Striving for excellence;
  - 2.2. Desire to learn; and
  - 2.3. Personal incentives?
2. What is the students' level of academic achievement during the first and second quarter of S.Y. 2019-2020?
3. What is the students' level of engagement in community services in the dimensions of:
  - 3.1. Motivation for engaging;
  - 3.2. Benefits of engaging; and
  - 3.3. Areas of interest?
4. Is there a significant degree of relationship between the profile of respondents and their:
  - 4.1. Level of motivation towards academic achievement;
  - 4.2. Level of academic achievement; and
  - 4.3. Level of engagement in community services?
5. Is there a significant degree of correlation between:
  - 5.1. Students' level of motivation and level of academic achievement;
  - 5.2. Students' level of motivation towards academic achievement and level of engagement in community services; and

### 5.3. Level of academic achievement and level of engagement in community services?

## RESEARCH METHODOLOGY

This study employs a quantitative methodology to investigate the correlation between students' motivation toward academic achievement, academic performance, and their engagement in community services. The primary research instrument, a modified questionnaire, gathers essential data related to the study's objectives. Additionally, the academic performance data for the first and second quarters are obtained through documentary analysis of school Form 138.

**Respondents.** The study focuses on officially enrolled Junior High School students in public and private schools of Tagbilaran City for the 2019-2020 school year. The sample size of 1,150, representing diverse groups based on school, grade level, and gender, was selected from a total population of 9,002 using Cochran's formula for internal representation identification.

**Environment.** Conducted in Tagbilaran City, a 3rd class city and the capital of Bohol province, the study encompasses nine private and six public secondary schools across fifteen barangays.

**Instrument.** Quantitative data is gathered using a modified questionnaire consisting of three parts. Part I collects demographic information, Part II assesses motivation based on Waugh's Motivation to Achieve Questionnaire, and Part III gauges engagement in community services through a researcher-made questionnaire. The instrument's validity and reliability are confirmed through pre-testing, and Cronbach's  $\alpha$  value of 0.932 indicates high internal consistency.

**Data Gathering Procedure.** Following necessary approvals, the researcher obtained consent from relevant authorities and distributed letters of assent to students and consent to parents. Questionnaires were then distributed to respondents. Statistical treatment, analysis, and interpretation of the gathered data formed the basis for concluding findings, recommendations, and proposed improvement measures.

**Ethical Considerations.** The study adheres to ethical guidelines set by the University, with clearance obtained from the University Research Ethics Committee before data collection. Confidentiality of all gathered data is maintained to ensure participant well-being.

**Statistical Treatment.** The data analysis involves frequency, percentage, rank, and mean calculations to assess students' motivation, academic achievement, and engagement in community services. Normality testing indicates skewed data, while Chi-Square examines the relationship between respondents' profiles and study variables. Spearman's Rho is used to determine significant correlations among students' motivation, academic achievement, and engagement in community services.

## RESULTS AND DISCUSSIONS

### **Summary of Level of Motivation towards Academic Achievement.**

Among the three aspects, striving for excellence is first in rank with a mean of 3.04 or Moderately Motivated. Personal Incentives got the lowest way of 2.99 or Moderately Motivated.

The findings of this study support the study of Wigfield & Cambria (2010). They hypothesized that motivation energizes and directs behavior. It has great significance to many essential behavioral results such as school performance, success in other fields of activity, and general mental health. A similar study conducted, Affum (2014) found out that most high school students were highly motivated. On the other hand, the results of the present study revealed that most high school students were moderately motivated.

**The Level of Academic Achievement.** The study found that a significant portion of the respondents, precisely four hundred seventy-nine (41.7%), achieved outstanding grades ranging from 90-100. Additionally, four hundred four (35.1%) respondents attained very satisfactory grades within the 85-89 range, while two-hundred forty-three (21.1%) secured satisfactory grades falling between 80-84. A smaller proportion of respondents, twenty-four (2.1%), obtained fairly satisfactory grades in the 75-79 range. On average, the respondents demonstrated a mean academic performance of 88.35, indicating a very satisfactory overall achievement.

These results align with the academic standards set by the Department of Education and schools, reinforcing the commitment to fostering academic excellence. However, the findings also highlight an opportunity for improvement, suggesting that students' academic achievements could be elevated to a higher level. This insight underscores the importance of ongoing efforts to enhance educational outcomes and promote a culture of continuous improvement within the academic community.

**Summary of Engagement in Community Services.** Within the three identified dimensions, it was observed that "Motivations of Engaging" emerged with the highest mean, standing at 3.13, signifying a level of engagement categorized as "Moderately Engaged." Conversely, the lowest level, marked at 2.69 or "Moderately Engaged," was found in the dimension labeled "Areas of Interest." On the whole, when examining the overall level of engagement in community services, the mean was calculated to be 2.97, positioning it within the "Moderately Engaged" range.

These results shed light on the differing degrees of engagement across different dimensions, revealing a noteworthy emphasis on the motivational aspects of participation. However, the findings also pinpoint a specific area, namely "Areas of Interest," where there is room for improvement to enhance the level of engagement. This nuanced understanding of engagement levels in different dimensions provides valuable insights for crafting targeted strategies to

elevate overall community service involvement.

The findings relate to the study of Eley (2003). Youth volunteer for different motives and benefits than older people. Holdsworth & Quinn (2010) supported these findings when they assumed that community service participation would have effects or impacts on students, families, educational institutions, and employers. It also supports the Theory of Involvement of Astin (1999). A highly involved student is one who exerts considerable energy to studying, spends much time in school, engages actively in student organizations and interacts regularly with teachers, and peers.

**Correlation between Students' Level of Motivation towards Academic Achievement and their Academic Achievement.** The correlation coefficient obtained, which is .000, falls below the conventional significance threshold of 0.05. Consequently, the null hypothesis is rejected, suggesting a significant correlation between the level of motivation towards academic achievement and actual academic performance. In essence, a higher level of motivation is associated with a correspondingly elevated level of academic achievement, signifying a positive and meaningful relationship.

**Table 3. Correlation between Students' Level of Motivation towards Academic Achievement and Level of Academic Achievement**  
N= 1150

		Level of Motivation towards Academic Achievement	Average Academic Achievement
Level of Motivation towards Academic Achievement	Correlation	1.000	.463**
	Coefficient Sig. (2-tailed)		.000 Significant
	N	1150	1150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

It is noteworthy that the students' motivation is assessed to be at a "Moderately Engaged" level, while their academic achievement is characterized as "Very Satisfactory." Despite this positive correlation, there exists an opportunity for enhancement in both the students' motivation and engagement levels. This underscores the potential for further improvement, aiming to elevate motivation and engagement to even higher levels. Striving for an increased synergy between motivation and academic achievement could contribute to fostering an optimal learning environment and enhancing overall educational outcomes.

These results are supported by the study of Hasan & Khalid (2012).

They revealed that high achieving students have significantly higher achievement motivation than low making students. The results also indicated a significant positive correlation of achievement motivation, competition, and work with academic achievement.

Furthermore, the study of Gupta & Mili (2016) demonstrated an essential positive association between academic motivation and academic achievement. The academic motivation between high and low achievers have a substantial difference.

The findings also affirm the study of Afzal (2010). Results showed that student’s motivation and academic performance have a positive connection. It means that more motivated students perform better, and students who compete better become more motivated. This study also concluded that students who are intrinsically motivated perform better academically than extrinsically motivated students.

**Correlation between Students’ Level of Motivation towards Academic Achievement and Level of Engagement in Community Services.** The obtained correlation coefficient is .000. It is lower than 0.05. Thus, the null hypothesis is rejected. It means that there is a significant degree of correlation between students’ level of motivation towards academic achievement and the level of engagement in community services. Students with high level of motivation are likely fully engaged in community services than those with low level of motivation. The respondents’ level of motivation is Moderately Motivated while their level of engagement in community services is Moderately Engaged. There is a need to improve the students’ level of motivation to improve the level of engagement in community services.

**Table 4. Correlation between Students’ Level of Motivation towards Academic Achievement and Level of Engagement in Community Services  
N=1150**

	Motivation towards Academic Achievement	Average Level of Engagement in Community Services
Correlation Coefficient	1.000	.700**
Sig. (2-tailed)		.000 Significant
N	1150	1150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Correlation between Students’ Level of Academic Achievement and Level of Engagement in Community Services.** It shows that the obtained correlation coefficient is .000, which is lower than 0.05. Therefore, the null hypothesis is rejected. It means that there is a significant degree of correlation

between students' level of academic achievement and level of engagement in community services. It further implies that the higher is the level of academic achievement, the higher is the level of engagement in community services. The students' level of academic achievement is Very Satisfactory and their level of engagement in community services is Moderately Engaged. The level of academic achievement needs improvement to a higher level so as to improve the level of engagement in community services.

**Table 5. Correlation between Students' Level of Academic Achievement and Level of Engagement in Community Services**  
N=1150

Average Academic Achievement	Average Level of Engagement in Community Services
Correlation Coefficient	.336**
Sig. (2-tailed)	.000      Significant
N	1150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

These findings relate to the findings of Scales et al (2006), who found out that students with higher levels of service-learning described higher grades, attendance, and other educational outcomes. However, this opposed the study of Grubisich (2017), who concluded that there was no statistical significance in the participation in community service and students' academic success. Results showed that there was no statistical significance in the type of service students chose and their major, gender participation, and race participation.

## CONCLUSIONS

This study sheds light on critical aspects of students' motivation, academic achievement, and community service engagement, providing valuable insights for educational enhancement. Notably, the assessment reveals a moderate level of motivation towards academic achievement, emphasizing the need for overall motivation elevation to improve academic performance significantly. Similarly, community service engagement is found to be moderate, with a specific focus on enhancing interest in community service to bolster overall engagement levels. Age emerges as a noteworthy factor influencing motivation and academic achievement, highlighting the importance of tailored approaches. The study also identifies significant correlations between motivation and academic achievement, as well as between motivation and engagement in community services, suggesting



the potential for further enhancement. Finally, the connection between academic achievement and community service engagement is highlighted, emphasizing the role of academic success as a catalyst for increased community service involvement.

## RECOMMENDATION

1. Disseminate research findings to participating schools, ensuring awareness and understanding of the critical aspects of motivation, academic achievement, and community service engagement.
2. Formulate learning objectives with careful consideration for the development of motivation, academic achievement, and community service engagement.
3. Regularly revisit and revise the enhanced curriculum to align with desired outcomes.
4. Actively involve administrators, faculty, staff, parents, students, and barangay officials in planning and crafting community service extension programs tailored to meet the needs and interests of the city or adopted school.
5. Conduct comprehensive monitoring and evaluation before and after community extension activities to assess strengths and weaknesses, enabling informed adjustments for future initiatives.
6. Fully disseminate the school's calendar of activities at the beginning of the school year to students, parents, and community officials for improved communication and planning.
7. Encourage teachers to employ meaningful activities that actively engage students in the learning process to enhance motivation and academic achievement.
8. Encourage parents and teachers to consistently provide encouragement, praise, and recognition to students to boost motivation, academic achievement, and community service engagement.
9. Ensure that the learning environment fosters learning and long-term achievement, providing equal opportunities for community service engagement.
10. Introduce awards and recognition for learners who demonstrate exemplary performance in both academics and community service engagement.

11. Administration, faculty, and staff should diligently evaluate and implement proposed improvement measures to foster overall student development.
12. Acknowledge the need for future studies to explore additional factors or areas not covered in the present study to further enhance the understanding of student motivation, academic achievement, and community service engagement.

### REFERENCES CITED

- Adsul, R. K. and Kamble, V. (2008). Achievement motivation as a Function of Gender, Economic Background and Caste Differences in College Students. *Journal of the Indian Academy of Applied Psychology*, Volume 34, No.2, Pp 323-327. Retrieved from <https://bit.ly/2IUSScM>
- Battle, J. and Lewis, M. (2002). The Increasing Significance of Class: The Relative Effects of Race and Socioeconomic Status on Academic Achievement. *Journal of Poverty*. <https://bit.ly/2SAFreA>
- Brar, S.K. (2018). Academic Achievement Motivation of Adolescents in Relation to their Anxiety Level. *International Journal of Applied and Advanced Scientific Research*, Volume 3, Issue 1, Page Number 96-99. <https://bit.ly/2Kw1eS3>
- Chang, I., & Chang, W. (2012). The Effect of Student Learning Motivation on Learning Satisfaction. *International Journal of Organizational Innovation (Online)*, 4(3), 281-305. <https://bit.ly/2XoKrbV>
- Crosnoe, R., Johnson, M. K., & Elder, G. H. (2004). School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. *Social Science Quarterly*, 85 (5), 1259-1274. Retrieved from <https://bit.ly/2m1ETSt>
- Dörnyei, (2005). Self-Regulation Theory. <https://bit.ly/2Y6aeFX>
- Affum-Osei & E. A, Asante & Forkouh, Solomon. (2014). Achievement Motivation, Academic Self-Concept and Academic Achievement among High School Students. *European Journal of Research and Reflection in Educational Sciences*.2.24-37. <https://bit.ly/33tffPVS>
- Grubisich, K. (2017). The Relationship between Participation in Community Service and Students Academic Success. *Masters Theses*. 2620. <https://bit.ly/2Sjf2l5>
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735. <https://bit.ly/2s5t2l7>

- Gupta, P. K., & Mili, R. (2017). Impact of academic motivation on academic achievement: A study on high schools students. *European Journal of Education Studies*. <https://bit.ly/31ziUC3>
- Hasan, S. S., & Khalid, R. (2012). Differences in achievement motivation and its salient components among high and low achieving students. *Pakistan Journal of Psychology*, 43(1). <http://tinyurl.com/yfrpsj26>
- Holdsworth, C. & Brewis, G. (2014). Volunteering, choice and control: A case study of higher education student volunteering. *Journal of Youth Studies*, 17(2). <https://bit.ly/2IUPxdI>
- John, P. (2005). The contribution off volunteering, trust, and networks to educational performance. *The Policy.Studies Journal*, 33(4), 635-656. <https://bit.ly/2kBW0KD>
- Joshi, S., & Acharya, N. (2013). Home environment and achievement motivation of adolescents. *Social Science International*, 29(1), 105-120. <https://bit.ly/2OUEDTF>
- Keyes, M. (2001.) *School-Community Connections: A Literature Review* <https://bit.ly/30jZSyO>
- Kumar, A. & Yadav, D. (2015). *A Comparative Study of Academic Achievement Motivation of Senior Secondary Schools*. Retrieved from <https://bit.ly/2Tvyjk3> on August 4, 2019.
- Lai, E. (2007). *Motivation: A Literature Review*. <https://bit.ly/2ldV5zt>
- Li, M. and Frieze, I. (2016). Developing civic engagement in university education: predicting current and future engagement in community services. *Social Psychology of Education*. <https://bit.ly/2KuY68V>
- Njiru, J. N. (2003). Measuring academic motivation to achieve for high school students using a Rasch measurement model. <https://bit.ly/2KLHXLi>
- Ryan, R. & Deci, E. (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*. <https://bit.ly/2uHtPL3>
- Ritho, R. (2015). *The Influence of Student Motivation on Academic Performance in Public Secondary Schools in Dagoreti Subcounty, Nairobi, Kenya*. <https://shorturl.at/pyzKU>
- Sarikas, C. (2018). *What is Community Service?* <https://bit.ly/2yejs5Q>
- Scales, P., Roehlkepartain, E., Neal, M., et al. (2006). Reducing Academic Achievement Gaps: The Role of Community Service and Service-Learning. *The Journal of Experiential Education*; 2006; 29, 1; Research Library pg. 38. <https://bit.ly/2IS8qOz>
- Steinmayr, R., Meier, A., Weideinger, A. F., & Wirthwein, L. (2014). *Academic achievement* (pp. 9780199756810-0108). Oxford, UK: Oxford University Press. <https://shorturl.at/wxN69>
- Skinner, B.F. (1985). *Reinforcement Theory of Motivation*. <https://bit.ly/2vhJj8P>

- Waugh, R. (2002). Creating a Scale to Measure Motivation to Achieve Academically: Linking Attitudes and behaviors using Rasch Measurement. *British Journal of Educational Psychology*, 72, 65-86. <https://bit.ly/2m43qqE>
- Williams, K. and Williams, C. (2011). Five key ingredients for improving motivation. *Research in Higher Educational Journal*. Retrieved from <https://bit.ly/2YmxU8x>
- Wigfield, A. and Cambria, J. (2010). Achievement Motivation. <https://bit.ly/30iF3UE>