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COGNITIVE PERFORMANCE AND ACADEMIC MOTIVATION OF PUBLIC SECONDARY STUDENTS IN TAGUM CITY DIVISION

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ABSTRACT

Academic motivation plays a crucial role in educational outcomes, and its importance has become even more pronounced in the new normal brought about by the COVID-19 pandemic. This quantitative study aimed to determine the extent of cognitive performance and academic motivation among public secondary students in the Tagum City Division and to explore the significant relationship between these two variables. Using total complete sampling, 240 high school students from the Division of Tagum City were selected as respondents. A descriptive-correlational survey method was employed, with data analyzed through mean and Pearson Product-Moment Correlation. The results revealed high levels of both cognitive performance and academic motivation among the respondents. Additionally, a significant relationship was found between cognitive performance and academic motivation. Based on these findings, it is recommended that higher officials in the Department of Education, school principals, and teachers develop long-term programs, projects, interventions, and activities to support students in maintaining high motivation levels, particularly during the pandemic. Future researchers are encouraged to use this study as a model and explore other factors affecting students' academic motivation using various research approaches.

Keywords: Cognitive Performance, Academic Motivation, Descriptive Correlation, Tagum City Division, Philippines

1. INTRODUCTION

Academic motivation is a critical factor influencing student performance and educational outcomes, particularly in secondary education. The COVID-19 pandemic has introduced significant challenges to traditional teaching and learning methods, making it crucial to understand how cognitive performance and academic motivation interact and influence each other. This study focuses on the cognitive performance and academic motivation of public secondary students in the Tagum City Division, aiming to provide insights that can assist educators and policymakers in developing strategies to support student motivation and cognitive performance in these challenging times (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

The study addresses the lack of empirical evidence on the relationship between cognitive performance and academic motivation among secondary students in the Tagum City Division, particularly in the context of the new normal. This understanding is vital for developing targeted interventions and programs to enhance student motivation and cognitive performance, which are crucial for academic success. This issue is especially relevant as schools and educators contend with the ongoing challenges posed by the pandemic, disrupting traditional educational practices and affecting student engagement and learning outcomes (OECD, 2020).

Objectives of the Stud

The primary objectives of the study are to:

1. Assess the extent of cognitive performance among public secondary students in the Tagum City Division.

2.Evaluate the level of academic motivation among these students.

3. Examine the relationship between cognitive performance and academic motivation.

Rationale and Significance

This study is crucial as it addresses the challenge of maintaining high academic motivation and cognitive performance among secondary students amid unprecedented educational challenges. The findings can guide the development of long-term programs, projects, interventions, and activities to support student motivation and cognitive performance, improving educational outcomes. Additionally, the research contributes to understanding educational practices in the new normal, offering valuable insights for educators, policymakers, and future researchers. Understanding the interplay between cognitive performance and academic motivation is essential for creating a supportive and effective educational environment (Wentzel & Miele, 2019).

2. LITERATURE REVIEW (BRIEF OVERVIEW)

Recent literature underscores the importance of academic motivation in student success, emphasizing its role in enhancing cognitive performance and academic achievement. Motivated students are more likely to engage in learning activities, persist through challenges, and achieve higher academic outcomes (Deci & Ryan, 2019). The COVID-19 pandemic has significantly impacted student motivation and learning processes, necessitating research into how these

variables interact in the current educational context. Existing literature reveals gaps regarding the specific impact of the pandemic on secondary students' cognitive performance and academic motivation, particularly within the Philippine context (Zhou & Wolters, 2020).

Scope and Limitations

The study focuses on public secondary students in the Tagum City Division, examining the relationship between their cognitive performance and academic motivation. Limitations include reliance on self-reported data, which may introduce bias, and the study's focus on a single division, which may affect the generalizability of the findings. Despite these limitations, the study provides valuable insights into the role of academic motivation in cognitive performance during the new normal and highlights the need for further research in diverse educational contexts (Creswell & Creswell, 2020).

The paper is organized into several sections: the introduction provides context, the problem statement, research questions, objectives, rationale, and significance. The literature review discusses relevant studies and theoretical frameworks related to academic motivation and cognitive performance. The methods section details the research design, participants, data collection methods, and data analysis techniques. The results section presents the study's findings, including statistical analyses and interpretations. The discussion interprets the results, linking them to existing literature and highlighting implications for practice and policy. Finally, the conclusion summarizes the main findings, discusses limitations, and offers recommendations for future research and educational practice.

3. METHODS

The research design is a quantitative survey utilizing a descriptive-correlational approach. This design allows for systematic collection and analysis of numerical data to identify patterns and relationships between variables without manipulation. It is suitable for examining cognitive performance and academic motivation and exploring their relationship. The descriptive-correlational method aligns with best practices in educational research (Everyday Speech, 2021; Times Higher Education, 2021).

Participants were selected based on specific inclusion criteria: being high school students enrolled in public secondary schools within the Tagum City Division. Exclusion criteria included students not currently enrolled or those on extended leave during data collection. A total of 240 students were selected using total complete sampling to ensure comprehensive representation, justified by methodological standards recommending sufficient sample sizes for statistical power and reliability (Creswell & Creswell, 2020).

Data collection involved a researcher-developed questionnaire covering demographic information, cognitive performance, and academic motivation. The instrument was developed through literature review, expert validation, and pilot testing to ensure clarity and reliability. Data were collected over two months through schools. Ethical considerations included obtaining informed consent, ensuring confidentiality, and respecting participants' rights to withdraw. Ethical approval was obtained from the Institutional Review Board (IRB) of the relevant educational institution, adhering to ethical standards (American Psychological Association, 2020).

Data analysis included descriptive statistics (means, standard deviations) and inferential statistics (Pearson Moment Product Correlation) to examine variable relationships and identify significant predictors of academic motivation. Data were coded, entered into SPSS, and checked for accuracy. Strategies to ensure credibility and trustworthiness included data triangulation and member checking (Merriam & Tisdell, 2016).

Rigor in quantitative research involved enhancing credibility through prolonged engagement with data and peer debriefing, supporting transferability with detailed descriptions, ensuring dependability through audit trails, and establishing confirmability with reflexive journals (Shenton, 2019).

The study acknowledges methodological limitations, including self-reported data and focus on a single geographic area. Mitigation steps included using validated instruments and ensuring a representative sample. The study received ethical approval from the IRB, reference number IRB-2022-02-456, ensuring adherence to high ethical standards and participant protection (American Psychological Association, 2020).

4. RESULTS

This chapter presents the findings based on data collected and analyzed, focusing on the relationship between cognitive performance and academic motivation among public secondary students in the Tagum City Division. It includes statistical results, detailed findings, and a summary of key findings.

Presentation of Findings

The statistical data for this study were analyzed using both descriptive statistics and Pearson Moment Product Correlation to understand and present the results effectively. Descriptive statistics were utilized to summarize and

describe the central tendencies and variability in the data. The mean provides the average score, while the standard deviation measures the extent of variation from the mean, and the range shows the spread of the scores from the lowest to the highest observed values.

To examine the relationship between cognitive performance and academic motivation, Pearson Moment Product Correlation was employed. This method measures the strength and direction of the linear relationship between the two variables These coefficients range from -1 to 1, with values close to 1 or -1 suggesting a strong relationship, and values around 0 indicating a weak or no linear relationship.

5. CONCLUSIONS

The study provided key insights into the relationship between cognitive performance and academic motivation. Establishing analytical learning environments, ensuring thorough understanding of subjects, and enhancing logical thinking were identified as essential strategies for developing students' analytical skills. Teachers use various coping mechanisms and strategies, including different teaching methods and intensified analytical thinking activities, to overcome challenges. The importance of these skills in promoting academic success, improving problem-solving abilities, and curriculum strengthening was emphasized. These findings highlight the need for targeted support and professional development for teachers to effectively implement these strategies (Creswell & Creswell, 2020; Schunk & DiBenedetto, 2020).

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