



ACADEMIC MOTIVATION AND RESILIENCE AS PREDICTORS OF LEARNERS' ACADEMIC COMPETENCE: BASIS FOR A PROPOSED A.S.P.I.R.E MODEL

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Abstract:

This study examined the correlation between academic motivation, resilience, and academic competence among 255 Grade VI learners at Romana C. Acharon Central Elementary School in General Santos City. The study assessed levels of academic motivation (instrumental and integrative), resilience (perseverance, adaptive help-seeking, and positive affect), and academic competence (concentration, study aids, test strategies, information processing, and main idea selection) to determine predictive relationships and propose a sustainable program. Using a quantitative design with purposive sampling, data were analyzed through mean, Pearson's *r*, and regression analysis using adapted questionnaires. Results showed significant positive correlations between both academic motivation and resilience with academic competence, with resilience being the strongest predictor. These findings have important implications for educational practice and policy.

Keywords: educational management, motivation, resilience, academic competence, multiple regression, students, Philippines

1. Introduction

Academic competence is a growing concern globally and, in the Philippines, affects learners' ability to meet learning standards and succeed in school. Around the world, learning loss from the COVID-19 pandemic, unequal access to quality education, and a

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lack of proper resources have widened achievement gaps, especially in low-income countries. In the Philippines, learners face similar challenges, including overcrowded classrooms, outdated learning materials, and socioeconomic difficulties that hinder their academic performance. Additionally, the rapid shift to digital learning has exposed gaps in technological access, leaving many learners struggling to keep up. Addressing these issues requires stronger educational policies, improved teacher training, and targeted intervention programs to enhance learners' motivation, resilience, and overall academic competence (Adedigba & Sulaiman, 2020; Collie *et al.*, 2020; Halim *et al.*, 2020).

Academic competence is essential for learners' success, equipping them with the knowledge and skills to excel in school and future careers. It fosters critical thinking, problem-solving, and adaptability, which are crucial in today's fast-changing world. Strong academic competence also boosts confidence and motivation, helping learners overcome challenges and stay engaged in their studies. Without it, learners may struggle with low performance, limiting their opportunities for higher education and employment. Therefore, academic competence through effective teaching strategies and support programs is key to ensuring learners reach their full potential (Bernardo *et al.*, 2022; Filgona *et al.*, 2020; Hariyanto, 2021).

Academic motivation plays an important role in developing academic competence, as it drives learners to engage in learning and strive for success. When learners are motivated, they put in more effort, persist through challenges, and actively seek knowledge, leading to improved skills and performance. Conversely, lacking motivation can result in low academic achievement, disengagement, and difficulty mastering essential concepts. The strong correlation between motivation and competence highlights the need for strategies that inspire learners to stay focused and committed to their studies. By fostering academic motivation, educators can help learners build the confidence and abilities necessary for long-term academic success (Busan, 2022; Gaspard *et al.*, 2020; Hausrath & Valle, 2022).

Thus, resilience is closely linked to academic competence, as it helps learners overcome challenges and adapt to difficulties in their learning journey. When learners are resilient, they can handle setbacks, stay focused on their goals, and continue striving for success despite obstacles. Without resilience, learners may struggle to cope with academic pressure, leading to lower performance and disengagement. This connection highlights the need to develop resilience in learners through supportive environments and effective teaching strategies. By strengthening resilience, educators can help learners build the confidence and skills to achieve academic success (Calkins, 2020; Goldman *et al.*, 2016; Kahnemann, 2020).

Correspondingly, despite numerous studies highlighting the importance of academic motivation and resilience in learner success, limited research explores their combined influence on academic competence, particularly in the local context of General Santos City. Most existing studies separately focus on motivation or resilience, overlooking how these factors have shaped learners' academic performance. Additionally, research in the Philippines often emphasizes general academic challenges

rather than identifying specific interventions to enhance motivation and resilience for improved competence. This gap in understanding leaves educators with insufficient data to develop targeted programs that address learners' unique struggles. Therefore, this study aims to bridge this gap by examining how motivation and resilience predict academic competence, serving as a basis for an effective intervention program (Chiu & Klassen, 2022; Gordeeva *et al.*, 2021; Kim *et al.*, 2021).

Henceforth, the urgency to conduct this study at Romana C. Acharon District in General Santos City stemmed from learners' increasing academic challenges. Many learners struggle with low academic competence due to factors such as lack of motivation, resilience, and socioeconomic difficulties that affect their learning—with the ongoing curriculum shifts and educational reforms, understanding how motivation and resilience impact academic performance is crucial for developing effective support strategies. Currently, there is a lack of localized studies addressing these issues, making it difficult for educators to implement targeted interventions. By conducting this study, Romana C. Acharon District schools could gain valuable insights to enhance learners' learning and create programs that strengthen academic motivation, resilience, and overall competence.

2. Theoretical Framework

This study was anchored to the prominent theory of academic competence, the Self-Determination Theory (SDT), proposed by Richard M. Ryan and Edward L. Deci (2000). The Self-Determination Theory (SDT) is a macro-theory of human motivation and personality that highlights the importance of three basic psychological needs: autonomy, competence, and relatedness. According to SDT, satisfying these three needs is essential for optimal functioning, well-being, and intrinsic motivation. In the context of academic competence, SDT posits that learners' perceptions of their competence in academic tasks play a crucial role in their motivation, engagement, and achievement (Ryan & Deci, 2000). Empirical observation suggests that when learners perceive themselves as capable of achieving their academic goals, they are more likely to develop intrinsic motivation. This type of motivation encourages them to approach learning tasks enthusiastically, maintain engagement, and persevere through academic challenges. On the other hand, when learners feel a lack of competence, they may become demotivated, disengaged, and demonstrate poor academic outcomes. Supporting learners' belief in their abilities is therefore crucial to sustaining their motivation and performance (Wang, H., & Liu, Q., 2024).

In addition, SDT underscores the importance of nurturing an educational setting that meets learners' psychological needs for autonomy, competence, and relatedness. When these needs are fulfilled, learners are more inclined to take ownership of their learning and achieve meaningful academic progress. Ultimately, SDT offers valuable insight into how perceptions of competence influence learner engagement, learning behavior, and academic success (Howard *et al.*, 2021).

Realistically, evidence and useful applications: SDT's concepts and tenets are backed by a significant corpus of empirical research. Furthermore, the theory has influenced techniques and interventions utilized in the real world to improve well-being, performance, and motivation in various contexts. My study can gain from this substantial empirical base by utilizing SDT, and it may even aid in creating successful interventions or apps.

The Self-Determination Theory provides a thorough and well-investigated framework for comprehending human motivation and its function in fostering optimal functioning and well-being. By incorporating SDT into my research, I can gain valuable insights into the variables that affect motivation, autonomy, competence, and relatedness. This integration allows me to draw useful conclusions that support people's psychological needs and intrinsic motivation when creating effective learning environments, policies, and interventions that enhance engagement and personal growth.

3. Conceptual Framework

Figure 1 explored the relationship between academic motivation and resilience as predictors of academic competence among Grade VI learners. Academic motivation and resilience represent as the independent variables, while academic competence represents as the dependent variable. The study aims to identify the most significant predictor and develop an intervention program based on the results.

To analyze these relationships, path analysis was employed to examine the direct and indirect effects of academic motivation and resilience on academic competence. Through this approach, the study sought to determine the strongest predictor of academic competence and provide empirical evidence for designing an intervention program to enhance learners' academic success.

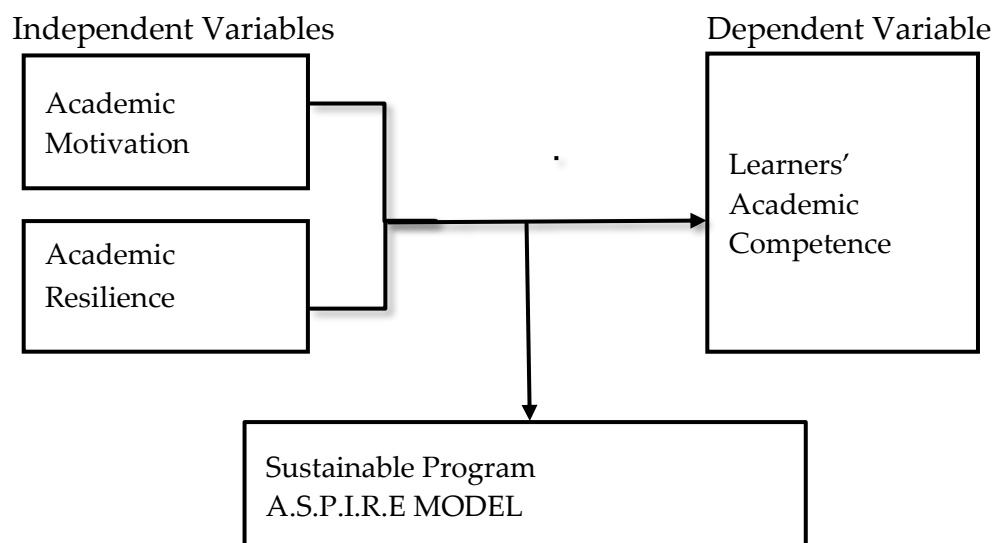


Figure 1: Conceptual Framework of the Study

4. Statement of the Problem

1. To determine the level of the Grade VI learners' academic motivation in terms of:
 - 1.1 Instrumental motivation; and
 - 1.2 Integrative motivation.
2. To ascertain the level of the grade VI learners' resilience in terms of:
 - 2.1 Perseverance;
 - 2.2 Reflecting and adaptive help-seeking; and
 - 2.3 Positive affect and emotional response.
3. To ascertain the level of learners' academic competence in terms of:
 - 3.1 Concentration
 - 3.2 Study aids
 - 3.3 Test strategies
 - 3.4 Processing information; and
 - 3.5 Selecting the main idea.
4. To determine the correlation between measures:
 - 4.1. level of academic motivation and learners' academic competence,
 - 4.2. level of resilience and learners' academic competence.
6. To determine which academic motivation and resilience domain significantly predicts the learners' academic competence.
7. To determine what sustainable program can be proposed based on the study's findings.

5. Method

This study employed a quantitative, non-experimental, descriptive correlational research design to examine the relationship between academic Motivation, resilience, and academic competence among Grade IV learners at Romana C. Acharon Central Elementary School. This approach was selected to understand how these psychological and behavioral factors interact without introducing external manipulation or experimental control, which is essential when working with young learners in natural classroom settings (Creswell & Creswell, 2018; Muijs, 2021).

Using classroom data, a correlational design allowed the researcher to identify the direction and strength of association among variables. This methodology is well-suited for educational contexts, especially when ethical and logistical constraints make experimental approaches impractical. As Rosenthal (2018) emphasized, correlational research provides the means to study real-world phenomena while preserving the integrity of the school environment. In this study, using correlation coefficients—Pearson's r , Spearman's ρ , and point-biserial correlation—ensured that the statistical analyses were tailored to the measurement level of each variable (Thompson, 2020; Muijs, 2021).

The study was conducted at Romana C. Acharon Central Elementary School, the largest elementary school in Calumpang, General Santos City, both in land area and

learner population. As a key educational institution, the school served diverse learners through various programs and services. With its large learner body, it has faced challenges in delivering quality education, implementing effective teaching strategies, and managing resources. The study explored these aspects within the 2023–2024 school year, focusing on new methodologies and post-pandemic learning adjustments. Its findings provided insights into how policies, teaching practices, and community engagement influenced learner performance and teacher effectiveness.

This study involved Grade VI learners from Romana C. Acharon Central Elementary School for the school year 2023-2024. The total population of Grade VI learners is 756, distributed across 17 sections. Using purposive sampling, 255 respondents were selected based on specific inclusion, exclusion, and withdrawal criteria to ensure the relevance and validity of the data collected.

6. Research Instrument

To ensure the reliability of the research instrument, Cronbach's Alpha was computed for each scale used in the study. The instrument consisted of two main parts: the first measured learners' academic motivation and resilience, while the second assessed their academic competence. The indicators for academic Motivation were partially adapted from Selimovic's (2022) study, *An Exploration of Students' Motivation in Learning English*, published in *MAP Social Sciences* and supported by recent literature on academic Motivation (Selimovic, 2022). The academic resilience scale was based on Cheang and Chin's (2023) study, *The Relationship between Stress, Academic Resilience and Learning Outcomes of Students during the COVID-19 Pandemic*, which emphasized the role of resilience in academic contexts under challenging conditions. The final section, which assessed academic competence, was developed using indicators adapted from the UHCL Counseling Services (2021) *Study Skills Assessment*. All instruments were reworded, shortened, or contextualized for senior high school learners in the Philippine educational setting.

The instrument underwent content validation by three field experts, ensuring alignment with the research objectives and relevance to the target population. To determine internal consistency, the Likert-scale responses were analyzed using Cronbach's Alpha, a widely accepted measure of reliability. The formula accounted for the number of items in each scale, the variance of each item, and the total score variance. Values above 0.70 were considered acceptable indicators of strong reliability. Although the first part of the questionnaire was based on standardized tools with previously established reliability, reliability testing was conducted again after the modifications to ensure consistency in the new context. The second part of the questionnaire, which was researcher-developed, also underwent reliability testing to confirm its adequacy in measuring academic competence.

The reliability analysis results were reported for each scale and, where applicable, compared with the original Cronbach's Alpha values from the source studies. This

process ensured that the adapted and newly developed instruments produced valid and reliable data for the research investigation.

Scale	Descriptive Level	Interpretation
5	Strongly Agree	Very High 4.45-5.00
4	Agree	High 3.45-4.44
3	Neither Agree nor Disagree	Average 2.45-3.44
2	Disagree	Low 1.45-2.44
1	Strongly Disagree	Very Low 1.00-1.44

6.1 Data Gathering Procedure

The researcher meticulously followed the approved research protocol to uphold ethical standards and ensure procedural accuracy in gathering data. Prior to the commencement of data collection, all necessary approvals were secured. Approval was first obtained from the Ethics Review Committee and the Graduate School Dean to ensure compliance with institutional ethical guidelines. A formal Letter of Permission to Conduct the Study was submitted to the Schools Division Superintendent and the respective School Heads. The researcher conducted a short conference with school officials to promote transparency and emphasize the study's significance. The research objectives, potential implications, and expected contributions to educational practice were explained during this meeting. Upon receiving full approval, the researcher formally contacted the Principal of Romana C. Acharon Central Elementary School to seek permission to administer the research instruments to selected Grade VI respondents.

A face-to-face meeting was held with the Grade VI class advisers to coordinate the research activities. During this meeting, the advisers expressed their support and helped in facilitating a smooth data collection process. They also provided helpful suggestions regarding class schedules to minimize disruption during the administration of the instruments.

Data distribution was conducted over three days. The researcher personally visited each Grade VI classroom to distribute the questionnaires, ensuring consistency in delivery. Instructions were carefully explained to the respondents, and questions were addressed promptly to reduce misunderstanding. During this process, some learners initially hesitated to answer certain questions, but they proceeded confidently with the assistance and encouragement of class advisers. Teachers were cooperative and provided a conducive environment for learners to complete the questionnaire without distraction.

In adherence to ethical considerations, informed consent was obtained from all respondents prior to data collection. They were fully briefed on the purpose of the study, their right to voluntary participation, and their option to withdraw at any time without penalty. The researcher emphasized that all responses would be confidential and used

solely for research purposes. Respondents were instructed not to write personally identifiable information on the questionnaire to preserve anonymity.

Once completed, the questionnaires were collected on the same day to avoid data loss or tampering. Respondents were asked to place their completed forms in sealed envelopes, which were then submitted directly to the researcher. This method ensured the integrity and confidentiality of the data collected.

After collecting, the researcher carefully checked each questionnaire for completeness and accuracy. Items with missing responses were noted, and if feasible, clarifications were sought immediately from the respondents concerned before leaving the school premises. Responses with significant missing data that could affect the analysis were excluded following proper documentation.

The initial data was organized using Microsoft Excel, where responses were encoded and categorized. The dataset was then imported into SPSS for statistical analysis. Descriptive statistics such as mean, standard deviation, and frequency distribution were used to summarize the data's demographic profile and overall trends.

Inferential statistical techniques were employed to examine relationships and determine the predictive influence of variables. Regression analysis was conducted to explore how independent variables affected the dependent variable, providing insights into causality and correlation. T-tests and ANOVA were applied where necessary to compare group means, enhancing the findings' statistical rigor. Correlation analysis was also used to determine the strength and direction of relationships between key variables. Each statistical tool was selected with clear alignment to specific research objectives. For instance, regression analysis supported the study's aim of determining how certain factors influenced academic outcomes. Correlation analysis complemented this by identifying significant associations among variables.

Recognizing the practical value of the findings for educational improvement, the researcher planned to disseminate the results through professional conferences, faculty orientations, and academic symposia. Additionally, intervention programs based on the study's outcomes were proposed to educators to support evidence-based teaching practices and promote professional development.

6.2 Data Analysis and Statistical Tools

The statistical tests used to interpret and analyze the data more comprehensively were as follows:

Mean was applied to establish academic Motivation, resilience, and learners' academic competence levels. This was used to answer research objectives 1, 2, 3, and 4. The weighted mean is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then combining all the products.

Pearson's correlation coefficient or Pearson's R was carried out to ascertain whether there was a genuinely substantial relationship between academic Motivation and learners' academic competence and resilience and learners' academic competence to

answer research objective 5. Pearson correlation coefficient, Pearson's correlation coefficient, or Pearson's R, is defined in statistics as the measurement of the strength of the relationship between two variables and their association.

Regression analysis was used to establish which domain significantly predicts the learners' academic competence to answer the research objective number. Regression analysis is a statistical technique demonstrating the link between two or more variables. The approach, which is usually represented by a graph, examines the connection between a dependent variable and independent factors.

7. Results and Discussion

This study centers on determining the significant correlation between the level of academic motivation, resilience, and learners' academic competence as a basis for a sustainable program that could be proposed based on the findings of the study among Grade IV learners at Romana C. Acharon Central Elementary School in General Santos City.

As stated, with the data given by the total population of 255 in the study, the researcher established ranges for the interpretation, described as Strongly Agree (4.45 - 5.00), Agree (3.45 - 4.44), Neither Agree nor Disagree (2.45 - 3.44), Disagree (1.45 - 2.44), and Strongly Disagree (1.00 - 1.44). The researcher specifically used this interpretation and its Weighted Mean to summarize and identify patterns that would aid in addressing the research questions in this study.

7.1 Level of the Grade VI Learners' Level of Academic Motivation

The findings revealed that the Grade VI learners from Romana C. Acharon Central Elementary School exhibited a strong academic motivation toward learning English. Both instrumental and integrative types of motivation were found to be significantly present among the learners, suggesting that they view English learning as both a practical necessity and a meaningful cultural pursuit (Fernandez & Morales, 2022).

The data reflected a well-balanced combination of practical and cultural reasons for studying English, strengthening the learners' overall academic motivation. While instrumental and integrative dimensions are rated very positively, there remains room to reinforce learners' internal motivation to pursue excellence and mastery of the language. These insights could guide teachers and school administrators in developing targeted language instruction that nurtures short-term engagement and long-term commitment to English language proficiency (Valdez & Santiago, 2024).

Without a doubt, learners' high levels of instrumental and integrative motivation align well with Gardner's Socio-Educational Model of Second Language Acquisition, which emphasizes that motivation is a key driver in language learning and includes both practical (instrumental) and cultural (integrative) components. This model explains how learners' desire to gain useful skills and to connect with other cultures fosters language

acquisition, reflecting the dual motivation observed among the Grade VI learners (Navarro & Cruz, 2022).

Table 1: Level of Academic Motivation

Indicators	SD	Mean	Descriptive Level
Instrumental Motivation	0.47	4.44	Very High
Integrative Motivation	0.51	4.29	Very High
Total	0.46	4.37	Very High

7.2 Level of the Grade VI Learners' Academic Resilience

The result illustrated that Grade VI learners at Romana C. Acharon Central Elementary School demonstrated high academic resilience across key dimensions. Starting with perseverance, the learners showed strong persistence when facing difficulties. They particularly excelled in taking responsibility, as seen in their tendency not to blame the tutor. Additionally, learners generally viewed challenging situations as temporary, reflecting a positive outlook. However, managing negative thoughts received a lower score, suggesting that while learners are determined, they struggle somewhat to control negative self-talk.

In the same way, reflecting and adaptive help-seeking indicators, the learners also exhibited a very high level of active evaluation of their progress and sought help when necessary. Notably, encouragement from family and friends was highly valued, and learners used self-imposed rewards and consequences to regulate their behavior. On the other hand, items like reflecting on personal strengths and weaknesses and self-encouragement received slightly lower scores, indicating room for growth in deeper self-awareness and positive internal motivation.

Likewise, the positive effect and emotional response dimension received the highest overall level. Learners reported being very optimistic and demonstrated strong emotional control by managing panic and maintaining persistence despite setbacks. Even the lowest item in this category—avoiding depression—still showed a high level. These findings highlight learners' ability to sustain a positive emotional state, which supports their academic resilience.

Equally, learners' high levels of perseverance, adaptive help-seeking, and positive emotional responses align closely with Bandura's Social Cognitive Theory, which emphasizes self-efficacy and emotional regulation as critical factors in resilience and academic success. According to this theory, learners who believe in overcoming challenges and managing emotions are likely to persist and adapt effectively in learning environments. The observed resilience behaviors among the Grade VI learners reflect these theoretical constructs, demonstrating their ability to regulate emotions, seeking support, and maintaining effort despite setbacks (Moreno & Lopez, 2021).

Table 2: Level of Resilience

Indicators	SD	Mean	Descriptive Level
Perseverance	0.44	4.35	Very High
Reflecting and adapting help-seeking	0.57	4.36	Very High
Positive affect and emotional response	0.55	4.48	Very High
Total	0.48	4.40	Very High

7.3 Level of the Grade VI Learners' Academic Competence

The findings from this study indicated that Grade VI learners at Romana C. Acharon Central Elementary School exhibited a very high level of academic competence across several key learning skills. Concerning concentration, learners reported a strong ability to focus during study sessions. They emphasized the significance of having a specific study place, which facilitates better absorption and retention of information. Moreover, learners preferred quiet and distraction-free environments and showed confidence in concentrating effectively. Nevertheless, some learners displayed relatively less confidence in engaging with materials through active practices like reciting aloud and achieving an accurate understanding of the concepts they aim to remember. This suggests that there is potential for enhancing these study habits.

Similarly, when examining study aids, learners demonstrated effective strategies for organizing and reviewing learning materials. Many participants indicated they actively take notes in their books and underline or highlight important sections while reading, reflecting an engaged and interactive study approach. Furthermore, learners reported understanding lectures and classroom discussions while simultaneously taking notes, including supplementary reading materials. However, scores showed a noticeable dip in how learners plan to use their notes after class. This implies they might benefit from developing stronger metacognitive strategies to utilize their written materials for future learning or revision.

While looking at test strategies, the data revealed that learners are generally well-prepared for examinations. They tend to get sufficient rest before exams and are careful to follow instructions during tests, showing a good grasp of test-taking procedures. Additionally, learners actively sought to understand what topics the exams would cover and how these would be graded, which is essential for targeted preparation. On the other hand, learners scored lower in imagining possible test questions and understanding the different structures of exams. This suggests that while learners are conscientious about test preparation, they might need guidance to improve their ability to anticipate exam content and adapt to various test formats, which could enhance their overall exam performance.

In processing information, learners exhibited competence in focusing on the core points of problems or tasks to arrive at solutions, indicating strong analytical skills. They also showed a capacity for organizing facts systematically and using questioning methods to deepen their comprehension of study materials, which points to critical thinking and reflective learning. However, learners seemed less adept at relating knowledge acquired from one subject to that of another. This difficulty in making

interdisciplinary connections may limit their ability to integrate and apply learning holistically, highlighting an area for further academic support.

Regarding the skill of selecting the main idea, learners demonstrated effective reading strategies such as reviewing materials multiple times and surveying chapters before beginning detailed reading. They also practice summarizing content in their own words, which helps solidify understanding. However, the relatively lower scores in looking up unclear parts suggest that learners might not consistently take the initiative to clarify confusing information. This indicates that promoting a more proactive attitude toward seeking clarification could improve their comprehension and learning outcomes. Analogously, academic competence demonstrated by the Grade VI learners aligns well with cognitive learning theories, especially those focusing on metacognition and self-regulated learning. Flavell's metacognition theory explains how learners monitor and regulate their cognitive processes, which are reflected in their study habits, such as note-taking and reviewing materials. Likewise, Zimmerman's self-regulated learning theory emphasizes goal setting, strategic planning, and reflection, which learners apply through concentration, test strategies, and processing information (Brown & Smith, 2022).

Table 3: Level of Academic Competence

Indicators	SD	Mean	Descriptive Level
Concentration	0.42	4.39	Very High
Study Aids	0.49	4.42	Very High
Test Strategies	0.39	4.41	Very High
Processing Information	0.53	4.31	Very High
Selecting the Main Ideas	0.44	4.44	Very High
Total	0.41	4.39	Very High

7.4 Correlation between Academic Motivation and Academic Competence

The result examined the significance of the relationship between academic motivation and different components of academic competence. It separates motivation into two categories: instrumental motivation, which is driven by external rewards like grades, and integrative motivation, which stems from internal factors such as personal interest and growth. The analysis measures how each type of motivation relates to key academic skills, including concentration, the use of study aids, test strategies, processing of information, and selecting main ideas.

In the case of instrumental motivation, the findings revealed that learners motivated by external factors tend to perform better in all aspects of academic competence. This suggests that external rewards and recognition can effectively enhance learners' focus, engagement with study materials, exam preparation techniques, and ability to process and organize information. These relationships are statistically significant, indicating that instrumental motivation plays a meaningful role in learners' academic behaviors.

On the other hand, integrative motivation shows even stronger positive relationships with academic competence. Learners driven by genuine interest and the

desire for personal development exhibit higher levels of concentration, better use of study aids, more effective test strategies, deeper information processing, and stronger skills in identifying main ideas. This highlights that intrinsic motivation fosters deeper engagement and more effective learning strategies for sustained academic success.

When combining both types of motivation, the overall correlation with academic competence remains strong and positive across all measured components. This comprehensive view indicates that both external incentives and internal drives contribute significantly to learners' academic skills. The findings emphasize that fostering both kinds of motivation can support a more well-rounded and effective approach to learning. Conversely, the Self-Determination Theory explains the link between academic motivation and competence by distinguishing intrinsic motivation, driven by personal interest, from extrinsic motivation, based on external rewards. Intrinsic motivation fosters deeper engagement and better learning outcomes, while extrinsic motivation encourages effort but may not sustain long-term success unless internalized. This explains why instrumental and integrative motivations relate to academic competence, with intrinsic motivation having a stronger impact (Ryan & Deci, 2020).

Table 4: Correlation between Academic Motivation and Academic Competence

Academic Motivation	Academic Competence					
	Concentration	Study Aids	Test Strategies	Processing Information	Selecting the Main Ideas	Overall
Instrumental Motivation	.653** .000	.768** .000	.725** .000	.737** .000	.734** .000	.793** .000
Integrative Motivation	.722** .000	.911** .000	.736** .000	.873** .000	.748** .000	.881** .000
Total	.725** .000	.886** .000	.769** .000	.850** .000	.780** .000	.883** .000

7.5 Correlation between Resilience and Academic Competence

The results revealed the significance of the relationship between resilience and different aspects of academic competence, organizing resilience into three key dimensions: perseverance, reflecting and adapting help-seeking, and positive affect and emotional response. These dimensions relate to several components of academic competence, including concentration, study aids, test strategies, processing information, and selecting main ideas. The strength and direction of these relationships are reflected in correlation coefficients, all showing statistically significant positive connections. This suggests that resilience, in its multiple facets, plays an important role in learners' academic performance.

Particularly, perseverance strongly correlates with all components of academic competence. Learners who demonstrate persistence and sustained effort tend to exhibit better concentration, effectively use study aids, apply test strategies skillfully, process information accurately, and select main ideas more effectively. This highlights perseverance as a key resilience factor that helps learners overcome challenges and maintain focus on academic tasks, contributing to enhance competence.

Reflecting and adapting help-seeking also shows positive correlations with academic competence components, indicating that learners who actively reflect on their learning processes and seek help, when necessary, tend to perform better academically. This suggests adaptive behaviors, such as modifying strategies and reaching out for assistance, support learners in managing difficulties and improving their academic skills, leading to higher competence.

In addition, positive affect and emotional response likewise show significant positive relationships with academic competence. However, the strength of these correlations is lower than that of perseverance and help-seeking. These findings indicate that learners who maintain positive emotions and emotional regulation during academic tasks are more likely to engage effectively with learning materials and processes. When all aspects of resilience are considered together, there is a moderate but consistent positive relationship with academic competence, underscoring resilience as an important factor in learners' academic success.

Thus, the connection between resilience and academic competence can be explained through Bandura's Social Cognitive Theory, which emphasizes self-efficacy, perseverance, and adaptive learning behaviors as critical for academic success. Resilience reflects learners' ability to persist through difficulties, regulate their emotions, and seek help when necessary, aligning with Bandura's concept of self-regulated learning, where learners monitor and adjust their strategies based on feedback and challenges. This theory helps clarify how perseverance, reflective adaptation, and positive emotional responses contribute to improved concentration, effective use of study aids, and better information processing, enhancing overall academic competence (Bandura & Schunk, 2019).

Table 5: Correlation between Resilience and Academic Competence

Resilience	Academic Competence					
	Concentration	Study Aids	Test Strategies	Processing Information	Selecting the Main Ideas	Overall
Perseverance	.497** .000	.508** .000	.569** .000	.514** .000	.536** .000	.573** .000
Reflecting and adapting help-seeking	.299** .000	.392** .000	.404** .000	.361** .000	.426** .000	.412** .000
Positive affect and emotional response	.275** .001	.417** .000	.363** .000	.356** .000	.422** .000	.403** .000
Total	.378** .000	.474** .000	.476** .000	.440** .000	.498** .000	.496** .000

7.6 Significance on the Influence of Academic Motivation, Resilience, and Academic Competence

The results revealed the multiple regression analysis examining the influence of academic motivation and resilience on academic competence. The first part of the table shows the regression coefficients, t-values, and significance levels for each predictor variable. The constant represents the predicted value of academic competence when all predictor variables are zero. The coefficient for academic motivation is positive and significant, suggesting that higher motivation is related to better academic competence. However, the coefficient for resilience is not statistically significant, implying that resilience may not directly influence academic competence after accounting for academic motivation.

The second part of the table provides information about the overall model fit. The multiple correlation coefficient indicates a strong positive correlation between the predictor variables and academic competence. The coefficient of determination suggests that combining academic motivation and resilience can explain most variation in academic competence. The adjusted R^2 accounts for the number of predictors in the model and provides a more conservative estimate of the explained variance. The F-statistics indicate that the overall regression model is statistically significant and can be used to predict academic competence.

The relationship between academic motivation, resilience, and academic competence can be understood through Social Cognitive Theory, which highlights motivation as a central element influencing learning behaviors and achievement; this theory proposes that motivation impacts learners' self-efficacy and goal-setting, directly affecting their academic performance.

Likewise, recent studies emphasize the importance of academic motivation in predicting academic competence, showing that motivated learners are more likely to engage deeply with learning tasks, use effective strategies, and persist despite difficulties. This active engagement fosters higher achievement and better cognitive outcomes. For example, learners driven by intrinsic motivation demonstrate enhanced goal orientation and self-regulation, which contribute significantly to academic success (Linnenbrink & Pintrich, 2019).

Table 6: Significance on the influence of Academic Motivation and Resilience on Academic Competence

Academic Competence					
(Variables)		B	β	T	Sig.
Constant		.238		3.291	.001
Academic Motivation		.078	.087	2.451	.015
Academic Resilience		.031	.036	1.836	.068
R	.983				
R ²	.966				
ΔR	.965				
F	1371.864				
P	.000				

7.7 Proposed Intervention Program

Program Title: Proposed Intervention Program – A.S.P.I.R.E Model,

A - Awareness and Self-Understanding,

S - Strategic Goal Setting,

P - Personal Growth and Mindset,

I - Integrated Support Systems,

R - Reflective Learning Strategies,

E - Emotional Regulation.

I. Rationale

Based on the findings, learners in the study demonstrated varying levels of academic motivation and resilience, often influenced by cognitive (e.g., goal setting, learning strategies) and socio-emotional factors (e.g., self-efficacy, emotional regulation). It was found that learners who lacked support in these areas exhibited lower academic performance and struggled to adapt to academic challenges, particularly in the post-pandemic learning environment. These findings highlighted the need for a comprehensive, evidence-based intervention targeting cognitive and socio-emotional dimensions to foster academic competence. Addressing these factors holistically aligns with recent research emphasizing integrated approaches for enhancing motivation and resilience among learners (Martin, 2021; Skinner & Pitzer, 2022).

II. Objective

To enhance learners' academic resilience and motivation through the A.S.P.I.R.E intervention program by integrating psychological theory, personalized support strategies, and technological tools.

III. Matrix of Key Findings

Table 7: Matrix of Key Findings

Key Finding	Implication	Proposed Action/Intervention
Low academic motivation among learners, particularly in post-pandemic settings.	Need for personalized strategies to reignite interest and goal-directed learning.	Develop individualized motivation profiles using diagnostic tools and deliver targeted interventions.
Learners lacked coping mechanisms for academic stress.	Socio-emotional skills are crucial for academic resilience.	Integrate workshops on mindfulness, emotional intelligence, and stress management.
Limited metacognitive strategy use.	Learners struggle with self-regulated learning.	Incorporate training on metacognitive learning techniques and strategic goal setting.
Academic counseling was underutilized and lacked personalization.	Learners need consistent academic guidance and emotional support.	Offer peer mentorship and academic counseling supported by mental health resources.

Traditional programs did not integrate technology effectively.	Learners benefit from adaptive and tech-supported tools.	Implement a technology-enhanced monitoring system for real-time support adaptation.
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IV. Program Description

a. Theoretical Foundation

The A.S.P.I.R.E program is grounded in contemporary psychological and educational theories. The Self-Determination Theory (SDT) is central to its framework, which posits that fulfilling the basic psychological needs of autonomy, competence, and relatedness enhances intrinsic motivation and well-being. Recent research underscores SDT's relevance in educational settings, emphasizing its role in promoting learner engagement and performance.

Complementing SDT, the program integrates Growth Mindset principles, which advocate that abilities can be developed through dedication and hard work. Recent analysis affirms the efficacy of growth mindset interventions in educational contexts, highlighting their potential to improve learner outcomes.

Additionally, A.S.P.I.R.E draws on resilience research, emphasizing the capacity of individuals to adapt positively in the face of adversity. Masten's work on resilience in developmental systems provides a foundation for understanding how supportive relationships and adaptive systems contribute to resilience.

b. Strategies and Interventions

To operationalize these theoretical foundations, A.S.P.I.R.E employs a multi-faceted approach:

- **Personalized Learning Profiles:** Utilizing diagnostic assessments, the program creates individualized profiles that address each learner's motivation type, learning needs, and resilience levels.
- **Cognitive and Socio-Emotional Workshops:** These sessions focus on cognitive reframing, stress management, mindfulness, and emotional intelligence to enhance learners' coping mechanisms and emotional regulation.
- **Metacognitive Skill Building:** Training in goal setting, self-monitoring, and strategic learning equips learners with tools for effective self-regulation and academic planning.
- **Integrated Support System:** The program offers academic counseling, peer mentoring, and access to mental health services, fostering a supportive learning environment.
- **Technology Integration:** A digital platform monitors academic performance, motivation, performance, motivation, and well-being, enabling data-driven interventions and real-time support adjustments.

c. Phased Implementation

The A.S.P.I.R.E program unfolds in four phases:

- Phase 1 – Diagnostic and Profiling: Administer assessments to establish baseline academic motivation and resilience data.
- Phase 2 – Intervention Rollout: Implement targeted workshops and mentorship programs tailored to diagnostic outcomes.
- Phase 3 – Monitoring and Adjustment: Employ technological tools to track progress and refine interventions in real time.
- Phase 4 – Consolidation and Feedback: Conduct final assessments and gather learner feedback to evaluate program effectiveness and inform future refinements.

V. Evaluation Plan

To ensure the program's effectiveness, A.S.P.I.R.E adopts a mixed-methods evaluation approach:

- **Pre- and Post-Intervention Assessments:** Measure changes in academic motivation, resilience, and performance to quantify program impact.
- **Learner Feedback Surveys:** Collect participant perceptions of the program's usefulness, engagement levels, and satisfaction.
- **Progress Tracking via Technology:** Monitor psychological indicators, academic data, and usage patterns to inform ongoing support strategies.
- **Focus Group Discussions:** Gather qualitative insights from learners, mentors, and facilitators to understand the program's strengths and areas for improvement.

This comprehensive evaluation strategy ensures that ASPIRE remains responsive to learners' needs and continues to evolve based on empirical evidence and participant feedback.

VI. Proposed Activity Matrix

Program Framework: A.S.P.I.R.E Model					
	Activity/ies	Timeline	Budgetary Requirements	Persons Involved	Expected Outcome
A - Awareness and Self-Understanding	1. Conduct initial assessments to understand individual learning styles, motivational triggers, and potential barriers 2. Use validated tools like: Academic Motivation Scale (AMS) Grit Scale (Duckworth <i>et al.</i>) 3. Develop personalized motivational profiles	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% Passed the Psychological Assessment
S - Strategic Goal Setting	1. Implement SMART goal-setting techniques 2. Create short-term and long-term academic objectives 3. Develop process-oriented goals alongside outcome-oriented goals	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% Established Metacognitive Goal Development
P - Personal Growth and Mindset	1. Workshops on neuroplasticity and learning potential 2. Training in cognitive reframing techniques 3. Resilience-building workshops	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% Increased Growth Mindset Cultivation
I - Integrated Support Systems	1. Peer mentorship programs 2. Academic counseling 3. Mental health resources 4. Regular check-in mechanisms	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% Gained Comprehensive Support Network
R - Reflective Learning Strategies	1. Journaling 2. Self-assessment protocols 3. Performance reflection workshops	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% has Improved in Metacognitive Learning Techniques
E - Emotional Regulation	1. Emotional intelligence workshops 2. Coping strategy development	Whole Year Round	School Funds	School Heads, Teachers and Learners	85% has Developed for Stress Management
A - Awareness and Self-Understanding S - Strategic Goal Setting P - Personal Growth and Mindset I - Integrated Support Systems R - Reflective Learning Strategies E - Emotional Regulation					

8. Conclusions

This study successfully examined the correlation between academic motivation, resilience, and academic competence among Grade VI learners at Romana C. Acharon Central Elementary School in General Santos City.

The findings revealed that Grade VI learners demonstrated very high levels of academic motivation in both instrumental and integrative dimensions, with instrumental motivation serving as the primary driver for academic advancement and career opportunities. Learners exhibited considerable resilience characterized by very high results on perseverance, reflecting, adaptive help-seeking and positive affect and emotional response behaviors. They consistently demonstrated willingness to increase effort when facing challenges and actively sought appropriate assistance, though improvement in self-rewarding practices remains needed.

The research confirmed that learners possessed very high results across all measured domains in academic competence—concentration, study aids utilization, test strategies, information processing, and main idea selection. Effective strategies included oral recitation, organized study materials, and problem-focused approaches. Statistical analysis revealed very high results, which were interpreted as a significant positive correlation between academic motivation and competence, and between resilience and competence. These relationships confirm that academic success is substantially influenced by non-cognitive factors beyond intellectual capacity.

Among the domains examined, resilience emerged as the strongest predictor of academic competence, followed by academic motivation. This finding underscores the critical role of psychological resilience in academic achievement.

Based on these comprehensive findings, the study recommends implementing a sustainable academic motivation and resilience program that addresses both cognitive and socio-emotional dimensions. Such interventions should incorporate goal-setting opportunities, reflective learning practices, and structured feedback systems to leverage the relationships demonstrated between motivation, resilience, and academic outcomes. The interconnected nature of these domains highlighted the need for holistic educational approaches that nurture both academic skills and psychological resilience, moving beyond isolated content-focused interventions to achieve more substantial and enduring improvements in learners' academic performance.

9. Recommendations

In alignment with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 3 (Good Health and Well-being), and SDG 10 (Reduced Inequalities), this study may recommend adopting a holistic and inclusive approach to enhancing academic competence. This includes promoting equitable and culturally responsive education that recognizes diverse learner backgrounds and creates supportive environments for all learners.

To support lifelong learning and learner autonomy, educational institutions may incorporate metacognitive strategies such as structured goal-setting, time management, reflective journaling, and self-assessment practices. These strategies foster academic independence and align with SDG 4.7, which emphasizes equipping learners with the knowledge and skills to promote sustainable development. Providing learners with opportunities to reflect on their strengths and challenges helps cultivate resilience and adaptability—essential traits in a rapidly changing global context.

Furthermore, implementing socio-emotional learning programs, such as mindfulness training, positive self-talk, and growth mindset activities, may enhance learners' capacity to regulate emotions and maintain motivation. These practices directly support SDG 3 by promoting good mental health and well-being while encouraging adaptive behaviors such as seeking help, using feedback constructively, and viewing setbacks as opportunities for growth.

Finally, educational stakeholders may prioritize an integrated framework that develops academic skills, emotional resilience, and self-regulation. Programs that align learning objectives with learners' personal and professional aspirations, and consistent feedback and adaptive learning methods, contribute to greater academic engagement and motivation. By addressing cognitive and non-cognitive dimensions of learning, schools may nurture globally competent individuals capable of contributing meaningfully to sustainable development and inclusive societies, in line with the broader goals of the 2030 Agenda.

Conflict of Interest Statement

The authors declare no conflicts of interest. The authors whose names are listed below certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; membership, employment, consultancies, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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