Motivational Framework of Academic Scholars and Student Leaders: Comparative Analysis on Achievement and Mastery Goals

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Abstract

This study examined the motivational framework of the academic scholars and student leaders in terms of their achievement goals, sense of self, and facilitating conditions. Respondents were 163 scholars and 85 student leaders. Utilizing the Inventory of School Motivation, Sense of Self Scale (SOS), and facilitating Conditions Questionnaire (McInerney et al., 2001), they were purposively chosen since they have different social processes, characteristics, and of different experiences. The survey questionnaire aimed to explore their motivations in pursuing their activities and to recognize their values and goals. Anchored on Personal Investment (PI) Theory (Maehr & Braskamp, 1986), this study explored the similarities and differences of the motivational characteristics of these two groups of students and how they have invest their resources, energy, time and talent. Descriptive comparative and causal - correlation were used to guide the analysis of this research. Pearson *r* was used to determine the relationship between socio-demographic and academic related characteristics of the respondents and motivational framework, and the inter-correlation of the different components of the motivational framework. Results revealed that the two groups have multiple achievement goals. They were high in achievement goals and on mastery goals but differed in performance goals, social goals and extrinsic goals. In terms of sense of self, they have high knowledge and beliefs about oneself and moderate social support (facilitating conditions). These two groups likewise differed in adopting achievement goals, particularly in terms of mastery goals where the academic scholars scored higher in task goals than the student leaders. They also differed in performance goals, particularly in social power where the student leaders got significantly higher score than the academic scholars.

Keywords

Achievement goals, academic scholar motivation, mastery goals, student leaders

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Introduction

A number of factors affect students' behaviors and performance in the school and one of the most influential is motivation. Motivation is the attribute that "moves" us to do or not do something (Gredler, 2001). It is "the reasons underlying behavior" (Guay et al., 2010). Igniting a spark of energy and fervor in the students to learn and succeed in academic and life pursuits is a fundamental role of any school. Students who are motivated are more likely to engage and complete challenging educational tasks, and are more competent in doing those tasks while students who are not motivated to work hard consequently will not succeed. Taking into account the significance of motivation in the educational setting, various motivational theories emerged. One of these is the Personal Investment (PI) Theory. It is a social cognitive theory of motivation which assumes that one's behavioral investment in a situation is a function of the meaning of the situation to a person. In this theory, meaning is held to be comprised of three interrelated components, namely personal goals or incentives, sense of self characteristics, and perceived behavioral options. PI theory is also particularly relevant in investigations into how individuals of varying social and cultural backgrounds relate to differing achievement situations (Maehr & Braskamp, 1986; Ryan & Patrick, 2001).

Central Luzon State University is a prestigious university and one of its major goals is to provide quality and excellence in learning. Part of its mission is to develop socially responsible and empowered human resources. It also takes pride in being the Center of Excellence in various fields as awarded by the Commission on Higher Education (CHED). With this premise, it is the institution's duty and responsibility to produce quality graduates and empowered human resources. However, in materializing this institution's goal and mission, educators need to dig deeply on the factors contributory to the students' success in their endeavors. One of these is by delving at the motivational framework such as sense of self, achievement goals, and facilitating conditions of the students (Ames, 1992; Ames & Archer, 2008). Incorporated in the mission and goal of the university is honing the knowledge, skills, and values of students. Two significant groups of students of varying social backgrounds are considered to be affront in the realization of the stated objectives, the academic scholars and student leaders. However, they are of opposing poles (Bernardo, 2008). While academic scholars are observed excelling in academics but are not participative in terms of leading student organizations, the student leaders are observed very active in leading organizations but are observed not performing well academically. Thus, they may be playing on a different motivational framework. Though different in terms of social aspects, they are assumed to play important roles in our society in the future. Heads and leaders of the different offices, institutions, and organizations in our country in the future are assumed to emanate from these two important groups of students.

Exploring intently, the academic scholars or the honors students are known as "superior" to other students in an institution or of "high ability" or "the best and brightest"(Achterberg, 2005), are quirkier and more engaged, and are subject to the same problems, frustrations, and anxieties as their non-scholar counterparts (Kaczvinsky, 2007). The student leaders, on the other hand, are the people in-charge of a students' group or

organization that are expected to provide social and emotional support to the group by listening, acknowledging, teambuilding, and supporting other members. They provide direction and assistance to the group in accomplishing their tasks.

The academic scholars and student leaders are two groups with different social processes, characteristics, and of different experiences. It would be interesting to know their motivations in pursuing their activities and to recognize their values and goals. Considering the significant roles these groups will carry out in the university today and in the future, it would be imperative to guide these students in establishing appropriate values and goals which are positive predictors of better-quality performances. The difference in social bearing between these two groups is manifested in their motivational behaviour (Elliot, 1999; Elloit & Dweck, 2005; Skinner et al., 2008). While the academic scholars are particularly known to achieve and succeed in most if not all of their scholastic achievement, they are usually observed to have difficulty in collaborative tasks. Because they are more of self-reliance and personal achievement, they are somehow confused performing consistently well in both individual and group activities. And because most of them are very competitive individually, they are prone to compete against a given standard or to an extent to the rest of the group. The student leaders, however, are inclined to leading and working with a group, they are more sensitive to the aspiration and needs of the members of the group than their own. They do not compete but rather they work with them so as not only to achieve individually but collaboratively (Legault & Green-Demers, 2006; Ganotize et al., 2012).

Undeniably, academic scholars and student leaders are two important but different groups of students. Albeit in some situations, the academic scholars turn out to be student leaders as well. Stirred up with the Personal Investment Theory, this study explored the similarities and differences of the motivational characteristics of these two groups of students.

1. How do these two significant groups of students invest their resources – energy, time and talent?
2. Do they have sensible purpose and confidence in performing curricular, co-curricular, and extra-curricular tasks?
3. How do they set their goals such as mastery goals, performance goals, social goals, and extrinsic goals?
4. What is the social dimension of their schooling?

The students act within the context of the meaning they give to the situation. Meaning and motivation are inextricably linked. The meaning of the situation to the individual determines personal investment and knowing the meanings individuals hold allows us to predict how and when they will invest their time and energy- in their jobs or in other activities.

In short, people invest themselves in certain activities depending on the meaning these activities have for them (Maehr & Braskamp, 1986; Hardre & Reeve, 2003; Jenning, 2003; Rusillo & Arias, 2004). Investigating these students' background is essential because these characteristics can be extremely influential in affecting students' attitudes toward schooling, as well as in performing other undertakings.

Methodology

Respondents of the study

The respondents of the study were the 163 academic scholars and 85 student leaders of Central Luzon State University. The academic scholars were the university scholars who obtained a GPA of 1.50 and above, and the college scholars who obtained a GPA of 1.51 to 1.75 during the preceding semester. Included in the student leaders were the elected and appointed leaders or presidents of the different student organizations such as University Supreme Student Council, college student organizations, fraternities/sororities, college based organizations, non-college based organizations, campus ministry, CLSU Collegian, and student organizations in the dormitories.

Research Design

Descriptive comparative and causal - correlation were used to guide the analysis of this research. Specifically, specific data to describe the CLSU academic scholars and student leaders were gathered regarding their socio-demographic characteristics and motivational framework such as achievement goals, sense of self and facilitating conditions.

Processing intensely, students who were academic scholars and student leaders were compared based on the variables earlier mentioned. Data on demographic characteristics such as age, gender, ethnicity, religion, family size, monthly family income, and academic related characteristics such as high school attended, high school general average, College Admission Test scores, course pursued, year level, academic load and academic performance of the two groups of students were correlated to their sense of self, achievement goals, and facilitating conditions. The motivational framework of the two groups of respondents such as achievement goals, sense of self and facilitating conditions were also correlated.

Research instruments

The study utilized four instruments. The first instrument was a questionnaire developed by the researcher which was used in obtaining the data for the socio-demographic and academic related characteristics of the students and in gathering answers on what motivate the academic scholars to excel in their studies, the satisfaction they got from it, and the reasons why the student leaders choose to be leaders of the organizations and the satisfaction they got from it.

The other three instruments were adopted affective instruments which were used in determining the motivational characteristics of the two groups of students: Inventory of School Motivation (ISM), Sense of Self Scale, (SOS) and Facilitating Conditions Questionnaire (FCQ). Questions from the affective instruments were answered using a five-point Likert-type scale anchored on 1 (strongly disagree) and 5 (strongly agree). A letter of request to use the said instruments was sent to Dr. Dennis M. McInerney, the one who developed the instrument, through electronic mail.

Data gathering procedure

A letter of request to conduct the study was sent to the Vice President for Academic Affairs and to the deans of the different colleges in the university. With the questionnaires given to the students, the researcher gathered the data regarding their age, gender, ethnicity, religion, family size, monthly family income, high school attended, course pursued, year level, and academic load.

The academic scholars were asked what motivates them to excel in their studies and the satisfaction they got from it while the student leaders were asked on the reason why they have chosen to be leader of the organization and the satisfaction they got from it. Their responses on the three affective instruments: Sense of Self Scale, (SOS), Inventory of School Motivation (ISM), and Facilitating Conditions Questionnaire (FCQ) were also gathered.

In gathering the data for the student leaders, questionnaires were distributed during the assembly meeting of all the heads of the student organizations at the Office of Student Affairs which was conducted on the second week after the opening of classes. For the presidents of the different students' dormitories, the researcher personally asked the dormitory managers or house parents to allow her to give the questionnaires to the presidents. Collection was done every 7:30 in the evening during school days, the time when the students were expected to be inside the dormitories.

The different college registrars were also requested to convene the academic scholars and the president of the college council under their jurisdiction and they distributed the questionnaires. A letter of request was also given to the Director of the CLSU Office of Admission to allow the researcher to acquire the other needed data. These include the respondents' CLSU CAT score, high school general average and academic performance (grade point average).

Methods of data analysis

Descriptive statistics was used to analyze the data on socio-demographic and academic related characteristics of academic scholars and student leaders, and their motivational framework such as achievement goals, sense of self, and facilitating conditions. Pearson r was used to determine the relationship between socio-demographic and academic related characteristics of the respondents and motivational framework, and the inter-correlation of the different components of the motivational framework. To compare the motivational framework of the two groups of respondents, t-test was used.

For purposes of computing relationship among variables, ethnicity was later recoded as Ilocano (1), Tagalog (2), and others (3) since the Tagalog predominated in the sample. The same procedure was done for religion where the variable was recorded as Catholic (1) and non- Catholic (2).

Findings and Discussion

Comparison of the motivational framework of the academic scholars and student leaders

Achievement goals*, a* significant difference was noted in the mastery goals of the two groups of respondents, specifically to task goals ($t=$-2.05). A higher mean score was obtained by the academic scholars ($\bar{x}=$4.55) compared with the student leaders ($\bar{x}=$4.44). Probably, the difference can be explained by the fact that the academic scholars were more focused in their academic lessons, in mastering academic skills, and improvement in their school work compared with the student leaders. The student leaders had the desire to improve their leadership skills, to develop their personality such as expressing their ideas, and being in-charge of the group.

Task is a significant academic endeavor for academic scholars. One of its primary duties involves focusing on academics. Because academic scholars are considered the cream of the crop of an institution, probably they are more concerned with their grades. By doing so, this group of students might believe that they maintain their scholarship through high grades. Furthermore, mastery of academic skills is possibly necessary to maintain their academic standing. As assumed, perseverance and persistence are closely knitted to developing academic skills. Through the art of repetition, specific skills might be gradually developed to its fullest potential. Frustrations along the road are inevitable. However, academic scholars possibly can adapt to certain situation, and move forward to master higher level of skills.

A significant difference was obtained in social power ($t=$3.355). The student leaders obtained significantly higher score on social power ($\bar{x}=$3.05) than the academic scholars ($\bar{x}=$2.67). The reason for this difference may be the fact that the academic scholars were more focused in their studies rather than to be leaders of organization.

Table 1. *Comparison of the motivational framework of the academic scholars and student leaders*

Motivational Framework	Mean Of The Respondents		
	Academic Scholars (N=163)	Student Leaders (N=85)	t-value
A. Achievement Goals	3.69	3.77	1.411
1. **Mastery**	4.38	4.35	-.469
Task	4.55	4.44	-2.051*
Effort	4.20	4.26	1.030
2. **Performance**	2.90	3.19	2.815
Competition	3.12	3.33	1.721
Social Power	2.67	3.05	3.355**
3. Social	4.02	4.07	.831
Affiliation	3.89	3.94	.520
Social Concern	4.14	4.21	.932

Table 1. *continued…*

4. **Extrinsic**	3.49	3.45	-.371
Praise	3.79	3.87	.723
Token	3.18	3.04	-1.367
B. Sense of Self	3.62	3.61	-.171
1. Sense of Purpose	4.71	4.56	-2.553**
2. Sense of Reliance	3.71	3.78	1.041
3.Negative Self Esteem	2.40	2.42	.269
4. Positive Self Esteem	3.66	3.68	.222
C .Facilitating Conditions	3.37	3.42	1.108
1. Further Education Intention	4.17	4.131	-.468
2. School Valuing	4.49	4.41	-1.372
3. Parent Support	3.38	3.42	.331
4. Teacher Support	3.63	3.67	.456
5. Peer Help	3.95	3.99	.384
6. Leave School	1.57	1.82	2.160*
7. Pride from Others	4.10	4.05	-.442
8. Negative Parent Influence	1.49	1.59	1.096
9. Affect to School	4.32	4.25	-.899
10. Negative Peer Influence	2.01	2.35	2.855**
11. Positive Peer Influence	4.00	3.98	-.242

Legend: * significant (p<.05)

         ** highly significant (p<.01)

They were in their sophomore year where the number of units enrolled ranging from 20 – 27 units for the non-science courses and 19 – 24 units for the science courses. Becoming a leader probably was not their primary concern. On the part of the student leaders, since majority of them were in their senior years (64.7%) and majority were under load (had enrolled as low as 3 units), they had ample time for other activities, such as leading organizations.

Student leaders want to serve students relative to their studies, concerns and problems and school culture. For instance, student life in the dormitories is quite complex especially for those who come from remote areas or first time to live independently away from their parents. Adapting to the new environment is quite challenging for them. Student leaders play a significant role in serving the student population who are likely on same situation. Student leaders can counsel, console, guide, and assist students who are experiencing environmental adjustment. More so, by giving supplemental support to students, student leaders can enhance leadership skills.

These skills involve handling/managing a specific group of students and organization, constructing and implementing guidelines and learning to communicate and

mingle with other people in the community. Once they developed their ability as leaders, they may be able to influence others of their leadership qualities. This seems to be the most vital element of a student leader, a person who can not only influence others but also implement change. For the social and extrinsic goals, no significant difference was obtained. Both groups scored high.

Sense of self, the findings reveal high significant difference in the sense of purpose (t =-2.553) of the two groups of respondents where higher mean was observed from the academic scholars ($\bar{x}$ =4.71) against the mean scored by the student leaders ($\bar{x}$ =4.56). This result can possibly be explained by the fact the academic scholars value education for the future was more evident compared with the student leaders. They are more focused in their academic work compared with student leaders whose priority is their being leader of their respective organization.

Facilitating conditions, significant difference was recorded in leaving school of the two groups of respondents (t =2.160). Both groups scored low mean for leaving school, with the student leaders scoring a little bit higher ($\bar{x}$ =1.82) than the academic scholars   ($\bar{x}$ =1.57). The academic scholars had parents who motivated them to perform well in the school, monitoring their academic progress, and were supporting their academic activities. They had also very good academic performance. With the conglomeration of data gathered for the academic scholars, it can be concluded that the academic scholars had no intention of leaving the school and were more determined to stay in the university and finish their course on time.

With the case of the student leaders, majority of them were in their senior years, stayed in the university longer than the number of years required for their courses, most of them were irregular students with grades ranging from conditional to excellent. Given these facts, the parents of the student leaders probably tend to negatively influence their children of quitting schooling. This may be associated with additional semester for the student leaders and additional financial burden on the part of the parents.   Probably, the parents encourage their children to leave school and find a job.

Results also showed high significant difference in the negative peer influence (t =2.855) of the two groups of respondents. The mean for the student leaders was $\bar{x}$ =2.35 which was significantly higher than with the academic scholars' ($\bar{x}$ =2.01). This means that student leaders were more likely influenced by their friends. Unlike the academic scholars who were influencing their friends to excel in their studies. For the student leaders, the condition was different.

Conducting organization activities in order to comply with the requirements of the Office of Student Affairs made possible the development of camaraderie and closeness among members. Even after the activities were already conducted, they still want each other's company. Consistently doing this may sacrifice attendance to their classes and may eventually lead to sacrificing their grades.

Relationship between socio-demographic and academic related characteristics and motivational framework in terms of achievement goals of academic scholars and student leaders

Three socio-demographic characteristics of the academic scholars and student leaders were highly correlated with achievement goals. These were age (r =.246), course pursued (r =.191), and year level (r =.255). Similarly, gender (r =.157), and ethnicity (r = -.132), were also found as having significant correlation with achievement goals. These findings suggest that these variables can highly predispose the achievement goals of the academic scholars and student leaders.

Age was found to be significantly correlated particularly in the performance goals and social goals. This implies that the older the scholars and the leaders, the higher their adoption to performance goals and social goals. Performance goals are related with competition and being in-charge of the group while social goals are related with the desire of working with others and showing care and concern with others. The findings suggest that the older are the students, the higher are their performance and social goals.

A high significant correlation was also observed between course pursued and achievement goals (r = .191), particularly in performance goals and extrinsic goals. This suggests that the non-science students tend to have higher pursuance of performance goals and extrinsic goals compared to those who pursued science courses.

This finding can be attributed to the fact that since the students who were enrolled in science courses pursued more difficult curricular subjects, they had lesser time pursuing competition within the group, but they would rather work with their peers in doing their works and other projects. In terms of extrinsic goals, the students enrolled in non-science courses tend to seek praises and recognitions from their parents, teachers, and peers. Based on the researcher's observation while gathering data for the academic performance of the respondents, it was identified that those enrolled in the science courses were more superior than those in the non-science courses in terms of their GPA.

Another variable having a high significant correlation with achievement goals was year level (r =.255). This implies that the higher the curricular level of the students, the higher their acceptability to performance and social goals. The fourth year students were higher in terms of performance and social goals than sophomores. This is probably true because those in the higher curricular level were more adjusted to academic works.

Table 2. *Relationship between socio-demographic and academic related characteristics and motivational framework in terms of achievement goals of the academic scholars and student leaders*

	Mastery	Performance	Social	Extrinsic	Achievement Goals
Socio-Demographic Characteristics					
Age	.041	.250**	.172**	.121	.246**
Gender	.186**	.024	.177**	.099	.157*

Table 2. *continued…*

Ethnicity	.001	.252**	-.034	-.140	-.132*
Religion	.074	-.014	-.095	-.022	-.034
Family Size	-.005	.070	.032	-.050	.023
Monthly Family Income	.069	-.047	.137*	-.028	.026
Academic Related Characteristics					
High School Attended	.034	.028	-.032	-.059	.016
High School General Average	.159*	-.110	.056	.047	.020
College Admission Test Score	.059	-.124	.025	-.026	-.052
Course Pursued	.004	.178**	.040	.199**	.191**
Year Level	.067	.292**	.166**	.083	.255**
Academic Load	-.021	.031	-.035	.074	.031
Academic Performance	-.019	.206**	-.036	.018	.095

Avenue for them to devote time to build relationship with other people. In the case of student leaders, majority of them were in their senior years and enrolled only few numbers of units (as low as 3 units). This offers them longer time to spend on establishing good relationship with other students, to become leaders, and to try winning on competitions. This study also revealed significant relationship between gender and achievement goals particularly mastery goals (r =.186) and social goals (r =.177). This implies that females tend to have higher adjustment achievement goals and social goals compared to males. This can be further explained that females are more persevering in doing their academic works and in mastering academic skills. As cited in the article "Loving Beyond Our Gender-Personalities," females tend to have more admirable characteristics like being sympathetic, empathetic, compassionate, caring, kind, helpful and cooperative than males.

The significant relationship (r =.252) between ethnicity and performance goals was also noted. Students who are Tagalogs and those belonging to other ethnic groups tend to have higher adoptability to performance goals than Ilocanos. Probably, these students have more ardent desire of winning competitions and being in-charge of groups. Likewise, academic performance was also significantly correlated with performance goals. Students who have high grade point average tend to pursue performance goals. Probably, the competition they are aspiring are academic related competitions and being in-charge of doing classroom activities. In addition, high school general average was also found as having significant relationship with mastery goals. Students who got high school grade average in high school tend to pursue mastery goals. These students were intrinsically self-motivated and had the innate desire to master academic skills and exert effort in their studies.

Relationship between socio-demographic and academic related characteristics and motivational framework in terms of sense of self of the academic scholars and student leaders

Table 3 reveals that the socio-demographic and academic related characteristics of the academic scholars and student leaders showed no significant correlation with their adopted sense of self, except for age, monthly income, high school general average, course pursued, and year level which have significant correlation with some of the components of sense of self. Age was found to have high significant relationship (r = .214) with sense of reliance. This implies that students who are older tend to have higher sense of reliance or the confidence in doing academic works than their younger counterpart. Course pursued was also found as having significant correlation with sense of reliance (r =.174). This explains that the students enrolled in the non-science courses tend to have higher degree of pursuing sense of reliance. This can probably be explained by the fact that since these students enrolled curricular subjects which are less difficult and less complicated compared with enrolling science courses that entail a lot of laboratory activities and requirements, it is most likely that self-reliance was developed among them. They rely more on their ability. On the other hand, those enrolled in science courses tend to engage in collaborative effort.

Moreover, a highly significant correlation was also observed between year level and sense of reliance (r =.200) which means that those in the higher curricular year tend to develop more sense of reliance. Since they were in the later years of their studies, as earlier stated, they had developed more independence and confidence in doing their work. Similarly, significant correlation was also observed between high school grade point average and two components of sense of self: sense of purpose (r =.154) and negative self-esteem (r =-.128). Students who had high grade point average in high school tend to have high sense of purpose and low negative self-esteem. As described by McInerney et al. (2001) these are students who value school more for the future and have low hold of negative feelings about their general intellectual ability at school. Finally, income was also having significant correlation with positive self-esteem which implies that students who have high family income tend to have higher degree of pursuance of positive self-esteem. Since these students are financially secured, probably they have nothing to worry about in terms of the expenses which they may incur. This contributed in developing positive feeling that they have the ability to finish their studies.

Table 3. *Relationship between socio-demographic and academic related characteristics and motivational framework in terms of sense of self of the academic scholars and   student leaders*

	Sense of Purpose	Sense of Reliance	Negative Self-Esteem	Positive Self Esteem	SENSE OF SELF
Socio-Demographic Characteristics					
Age	.063	.214**	-.031	.085	.123

Table 3. *Continued…*

Gender	.117	-.077	-.102	-.042	-.059
Ethnicity	-.053	-.077	.066	.016	.006
Religion	.004	.057	.009	-.103	-.032
Family Size	.002	-.017	.024	.076	.043
Monthly Family Income	-.038	.026	.055	.149*	.045
Academic Related Characteristics					
High School Attended	-.013	.068	.075	.096	.101
High School General Average	.154*	-.029	-.128*	-.003	-.022
College Admission Test Score	.113	.026	.083	.012	.012
Course Pursued	.025	.174**	-.022	.116	.116
Year Level	.029	.200**	.016	.088	.116
Academic Load	.121	.016	.003	.036	.061
Academic Performance	-.111	.003	.079	.027	.016

Relationship between socio-demographic and academic related characteristics and motivational framework in terms of facilitating conditions of the academic scholars and student leaders

In general, only one socio-demographic variable, the College Admission Test Score, had negative high correlation with facilitating conditions ($r = -.188$). This implies that students who got high CAT percentile scores tend to have fewer tendencies to leave school. CAT score also showed high significant correlation with negative peer influence ($r = -.188$). This means that students who have high CAT percentile scores tend not to be influenced negatively by their friends in leaving school and looking for job.

Academic load was found having significant correlation with further educational intention ($r = .170$), school valuing ($r = .175$), and a significant correlation with leave school ($r = -.146$). This implies that those students who were enrolled in full load   and overload have more desire to further their studies, value school highly, and have lesser intention of leaving school. This finding is very apparent with their desire to finish their studies with the prescribed number of years in their curricular program.

Another socio-demographic characteristic that showed significant correlations with facilitating condition was gender. Specifically, gender was high significantly correlated with school valuing ($r = .201$), leaving school ($r = -.251$), negative parent influence ($r = -.211$), negative peer influence ($r = -.318$) and with further educational intention ($r = .176$), pride from others ($r = .173$), and positive peer influence ($r = .149$). These results imply that females tend to value schooling, have no intention of leaving school, are not influenced negatively by their parents and by their friends. Furthermore, females have higher intention of furthering their studies or pursue graduate degree, put more importance on the pride of parents, teachers and peers, and receive positive influences from their friends. High school general average also showed high significant correlation with leaving school ($r = -.221$), negative parent influence ($r = -.188$), and negative peer influence ($r = -.195$). Similarly, it also showed significant correlation with school valuing ($r = .143$), and affect to school ($r = .154$).

Students who obtained high grades in high school tend not to be advised by parents to leave school, not receiving negative encouragement from parents, and not receiving negative influence from their friends, like leaving school. Moreover, these students tend to value schooling and show high affection to school. Significant correlation was also obtained between age and parent support (r =.132) and pride from others (r =.128). This suggests that older students get more support from their parents, and feel the importance of pride coming from their parents, teachers, and peers. Since they were near the end of their studies, this is the time where the students need more emotional and financial supports from their parents and feel the pride of their parents in their approaching graduation.

Ethnicity was also significantly correlated with negative parent influence (r = .162). Tagalogs and other students coming from other ethnic groups tend not to receive negative parent influence. Additionally, religion was found as having significant correlation with affect to school (r =-.140). This explains that the non- Catholics were showing more positive concern about schooling compared to the Catholics. As described by Mcinerney et al. (2005) these students show more fondness or predilection in studying and doing their schoolwork and are showing the feeling of excitement and happiness in learning new things.

Similarly, significant correlation was found between high school attended and affect to school (r =-.128) which explains that those who graduated in private schools put higher regards to schooling compared with those who graduated in the public schools. This can be explained by the fact that since some private schools are operated by religious group, religious and character building lessons are included in their curriculum. Probably, the values of putting importance to education are included here and were inculcated to the students.

Year level was also correlated with negative parent influence (r =-.132). The students who are in their senior years tend not to receive negative influence from their parents. Encouragement was given probably by their parents to prioritize schooling since they are near the end of their tertiary education. Furthermore, course pursued was observed as having significant correlation with further educational intention (r = .136). Those pursuing non-science courses tend to aspire for further education or to pursue graduate school. This can be explained by the fact that the competition for hiring graduates from non-science courses, and competition for promotion are very stiffed, students already have a vision of not just finishing their college degrees but further attain advance studies.

Similarly, academic performance was found as having significant correlation with school valuing (r =-.138), leaving school (r =.171), and negative peer influence (r =.150). Students who have high grade point average tend to value or give more importance to education, tend not to leave school but rather persevere to finish their education, and tend not to entertain negative influence from their friends. This finding coincides with the high mean score of the respondents to mastery goals ($\bar{x}$ = 4.37) which emphasizes persistence and perseverance in mastering academic skills.

Sources of motivation of the academic scholars

Motivation serves as energy drive or intention to engage in different learning activities. It is an internal state that arouses, directs and maintains behavior. Table 4 presents

the sources of motivation of the academic scholars in order to excel in their studies. These sources contributed enormously to whatever academic accomplishment they had. Based on the open-ended responses of the academic scholars, parents and family were their primary sources of motivation. This implies the significant involvement of parents in the educational undertakings of their children. This finding shows congruency with the high mean score obtained by the academic scholars in their motivational framework particularly on parent support ($\tilde{x}$ =3.38), pride from others ($\tilde{x}$ =4.10), and their low mean score in negative parent influence ($\tilde{x}$ =1.49). The finding implies that the parents were supporting the respondents in their studies, paying attention to their academic performances, concerned regarding their future, and showing pride of the accomplishments of their children. These motivated the academic scholars to excel.

This finding was consistent with the previous studies on parental involvement (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Epstein & Van Voorhis, 2001; Grolnick & Slowiaczek, 1994; Henderson & Mapp, 2002). Children have long been believed to be associated with a range of enhanced school outcomes for students, including varied indicators of achievement and the development of student attributes that support achievement. Research also indicates that active involvement of parents in the education of their children in general yields relevant students' achievement outcome: learning and success

Table 4. *Sources of motivation of the academic scholars to excel in their studies*

Motivation	Frequency (N=163)
Parents and family, and the sacrifices done by parents in supporting his/her studies	106
The desire to 293ulfil their dreams, gain good future, and get rid of poverty	58
Friends' and peers' expectations and advice	21
Rewards like scholarship, distinction/honor, praises, and the desire to graduate with flying colors	18
The Lord God who gives everything	7
The desire to gain more/additional knowledge	5
Competition with other students	3
The teachers	2

*Multiple Response

Second, the desire to fulfill their dreams, gain good future, and get rid of poverty were also identified as sources of their motivation. This revelation is particularly true to the academic scholars who were hard up and were considering the attainment of education as their way to get rid of poverty. Having this motivation, they became more focused in learning and mastering academic skills, more persistent and perseverant in their studies, amidst difficulties in learning. In addition, the academic scholars also had high mean score for sense of purpose ($\tilde{x}$ =4.71) where it explains that the academic scholars were trying hard in their studies so they can finish a college degree and will have better future. The academic scholars also had high school valuing ($\tilde{x}$ =4.49) which means that they were doing well in the school so they can finish their studies and have better future. Furthermore, they also had high mean score for affect to school ($\tilde{x}$ =4.32) which explains of the respondents real interest in studying.

Third, another source of motivation was their friends' and peers' expectations and advice. This suggests the important roles played by the friends and peers in their lives. This can be proven by their high mean score for positive peer influence ($\bar{x} = 4.00$) and the low mean score for negative peer influence ($\bar{x} = 2.01$). As asserted by Johnson, Johnson, and Anderson, (1983), students may also perceive support from their classmates in terms of feeling cared about, both as a person and as a student with respect to their academic learning. Fourth, rewards received by the academic scholars like scholarship; distinction/honor, praises, and the desire to graduate with flying colors were also identified as one of the sources of motivation. This can be supported by their high mean score for praise ($\bar{x} = 3.79$) which explains the importance of praises from parents, teachers, and peers when complying with academic works. The moderate high mean score of the respondents for the token likewise justifies this finding ($\bar{x} = 3.04$) which explains the importance of receiving rewards from significant others when they do school work. Lastly, other sources of motivation that had been identified include strong faith of the academic scholars to the Heavenly Father who gave them everything they need, and the desire to gain more or additional knowledge. This is being supported by their high mean score for effort ($\bar{x} = 4.20$) where the students work hard to understand new things at school.

However, competition among students and teacher influence were considered the lowest sources of motivation. Among the 163 respondents, it is a lament to know that only two revealed that their teachers motivated them. Teachers, as claimed by many researchers, are considered as important and influential persons in the students' life. Teachers exert a powerful influence on the formation of academic perceptions and development of academic behaviors (Goodenow, 1993; Wentzel, 1998a, 1998b). They can influence motivational features of the classroom learning environment (Deci & Ryan, 1985). Perceived support from teachers has been shown to be strongly related to prosocial and responsible behavior, educational aspirations, intrinsic values, and enhanced self-concept (Goodenow & Grady, 1994; Harter, 1996; Wigfield & Rodriguez, 1998). There are many powerful ways on how teachers influence their students, but these seem fell short as presented by the findings of this study.

Satisfaction obtained from being academic scholars

Table 5 presents the satisfaction obtained by the academic scholars in chronological order as revealed by this study. Self-fulfillment and being proud of oneself were disclosed by the respondents as their primary satisfaction. Probably, these were the outcomes of the effort they exerted in their studies since they have obtained very high mean score for effort ($\bar{x} = 4.20$). Pride of parents and family followed next. These indicate the satisfaction of their parents being proud of their academic achievements. Fulfillments in getting high grades and contentment in retaining the scholarship were also considered as important elements of their satisfaction. The rewards the scholars received after working hard and performing well in class gave them satisfaction. Furthermore, happiness of knowing that better future awaits was also identified as contributing factor to their satisfaction. This satisfaction of the scholar respondents corresponds to their very high mean score on sense of purpose. ($\bar{x} = 4.71$).

Table 5. *Satisfaction obtained from being academic scholars*

Satisfaction	Frequency (N=163)
Self-fulfillment and being proud of oneself	68
Pride of parents and family	53
Fulfillment in getting high grades	20
Contentment in retaining the scholarship	18
Happiness of knowing that better future awaits them	16
Confidence in facing other people	10
The feeling of being worthy, loved, and appreciated	8
Pride of friends and peers	7
The feeling of being blessed	4

*Multiple response

Similarly, confidence in facing other people was another source of satisfaction. This finding was probably related to their economic status in life where academic scholars, who were hard up, usually have confidence in facing other people regardless of their status. Moreover, the feeling of being worthy, loved, and appreciated by the significant people in the scholar respondents' lives like parents, and other members of the family, teachers, friends, and peers contributed to their satisfaction. Pridefulness of friends and peers and the feeling of being blessed were least identified as forms of their satisfaction. The former was congruent with the high mean score of academic scholars to pride from others ($\bar{x}$ =4.10) which most likely suggest the important role of pridefulness of friends and peers. The latter was a form of recognition from above for those academic scholars who had great faith in the Almighty God.

Reasons for choosing to be leader of the organization

Table 6 depicts the reasons given by the student leaders in choosing to become leaders of the organizations. The primary reason identified was to serve their fellow students by way of helping them with their problems and concern. This concession reflects the social concern of the student leaders. Caring and helping other people were always their primary concern and part of their goals as leaders.

Table 6. *Reasons for choosing to be leader of the organization*

Reasons For Being Leaders	Frequency(N=85)
To serve my fellow students by helping them with their problems and concern	47
To improve/develop more my leadership skills	41
It is a good training that can prepare me to the real world outside the school	20
To inspire and influence other people to become competitive, helpful, cooperative	17
To develop my personality like gaining more confidence, expressing my ideas, and establishing good relationship with others	13

Likewise, the belief that they are qualified, or have the capacity to be leaders, and by becoming   leaders   will   improve/develop   more   their   leadership skills, was

also identified as one of the reasons to lead certain organization. This statement shows the social power of the student leaders where they got moderately high mean score ($\bar{x}$ =3.05). This implies their strong desire to be leaders. In addition, to be a leader is a good training that can prepare them to the real world outside the school. This satisfaction of the student leaders reveals their sense of purpose not only on their school works but also on their task as leaders. To develop their personality like gaining more confidence, expressing their ideas, and establishing good relationship with others emerged as reasons for students to become leader.

Satisfaction gained from being a leader

Self-fulfillment or self- satisfaction and enjoyment in helping their fellow students emerged as the primary form of satisfaction gained from being a leader. More so, personality development to become more socialized and responsible appeared to be a vital context of their satisfaction. These fulfillments kicked in to their contribution to the development of organization and the members. Recognition received by the student leaders from other people regarding their good performance boosted their satisfaction. Lastly, trust gained from the members of the organization was least satisfaction of being a leader. The assertion done by the student leaders about their gained satisfaction from being a leader reflected the different goals they pursued, primarily their social concern, extrinsic goal in the form of recognition, and their task goal.

Table 7. *Satisfaction gained from being a leader*

Satisfaction	Frequency (N=85)
Self-fulfillment/self- satisfaction and enjoyment in helping my fellow students	49
Development of personality (to become more socialized, and more responsible)	29
Contributed to the development of the organizations and the members	21
Recognition received from other people regarding my good performance	13
Gained more experiences and learned new things	6
Gained trust from the members of the organization	5
Established strong relationship with other people/organizations	4

*Multiple response

Conclusion

Student leaders were more likely influenced by their friends unlike the academic scholars who were influencing their friends to excel in their studies. Students who got high school grade average in high school tend to pursue mastery goals. These students were intrinsically self-motivated and had the innate desire to master academic skills and exert effort in their studies. Academic load was found having significant correlation with further educational intention, school valuing, and a significant correlation with leave school. This implies that those students who were enrolled in full load and overload have more

desire to further their studies, value school highly, and have lesser intention of leaving school. This finding is very apparent with their desire to finish their studies with the prescribed number of years in their curricular program.

Confidence in facing other people was another source of satisfaction. This finding was probably related to their economic status in life where academic scholars, who were hard up, usually have confidence in facing other people regardless of their status. This statement shows the social power of the student leaders. This implies their strong desire to be leaders. Furthermore, to be a leader is a good training that can prepare them to the real world outside the school. This satisfaction of the student leaders reveals their sense of purpose not only on their school works but also on their task as leaders. To develop their personality like gaining more confidence, expressing their ideas, and establishing good relationship with others emerged as reasons for students to become leader.

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