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The Influence of Academic Self-Efficacy, Academic Resilience, and Emotional Intelligence on Academic Motivation among Senior High School Students: A Prediction Model

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ABSTRACT:

The purpose of this investigation was to develop a predictive model for academic motivation among public senior high school students in Region XI, Philippines considering the impact of academic self-efficacy, academic resilience, and emotional intelligence. The survey questionnaires utilized in this research were adapted to suit the regional schools' context and was administered to 421 students. This study employed quantitative, non-experimental approach, the data was analyzed using weighted mean, Pearson r, and regression analysis. The results indicated a notably very high level of academic motivation, alongside high levels of academic self-efficacy, academic resilience, and emotional intelligence. Moreover, significant positive relationships were observed between academic self-efficacy and academic motivation, academic resilience and academic motivation, as well as emotional intelligence and academic motivation. Additionally, the findings suggested that academic self-efficacy, academic resilience, and emotional intelligence serve as significant predictors of student academic motivation, with emotional intelligence exerting the most significant impact. This study recommended further exploration into the influence of academic self-efficacy, academic resilience, and emotional intelligence on students' academic motivation.

Keywords: education, public senior high schools, academic motivation, academic self-efficacy, academic resilience, emotional intelligence, regression, Philippines.

1. INTRODUCTION

Academic motivation has been a longstanding concern of educational institutions and the factors that influence it is a vital driving force underlying students learning pursuits (Scherrer & Preckel, 2019, Ryan & Deci, 2020, Hattie, Hodis, & Kang 2020; Koenka, 2020; Zaccoletti, Camacho, Correia, Aguiar, Mason, Alves, & Daniel, 2020).). Experts claimed that one of the most pressing educational issues of our time is how to develop and sustain academic interest in students (Hattie et al., 2020; Koenka, 2020) with the decline of academic motivation through academic school years (Ariff, Kumar, & Azizi, 2022) it raises concern given that academic motivation and factors influencing it improve students learning and achievement (Scherrer & Preckel, 2019; Ryan & Deci (2020). Correspondingly, Berestova, Kolosov, Tsvetkova, and Grib (2022) identified academic motivation as a crucial driver that greatly impacts the effectiveness, efficiency, critical thinking, and overall success of students' learning processes. This understanding applies to diverse learning environments, educational levels, and regions, highlighting its universal importance and essential role in shaping students' educational journeys (Ramzan, Javaid, & Fatima 2023). Academic motivation additionally mitigates failures in students' academics and has a substantial impact on their classroom performance, which is directly related to their academic achievements (Kandavel & Vasudevan, 2022).

Research findings indicate that academic motivation is a powerful tool for encouraging students to learn and is essential for excelling in academic endeavors and achieving desired outcomes (Sivrikaya, 2019; Ryan & Deci, 2020; Hu and Lou, 2021; Howard, Mustiny, & Broadbent, 2022). Academically motivated students perceive school and learning as valuable, enjoy learning, and engage positively in academic activities (Larsen & Puck, 2020; Koyuncuoglu, 2021; Coros & Madrigal, 2021). Understanding what motivates students is essential for teachers, as it significantly impacts student achievement. Therefore, it should be a top priority for every educational organization (Kind, 2019) in congruence with the Sustainable Development Goals (SDG) number four of the 2030 agenda which focuses on quality education.Academic motivation is associated with academic self-efficacy. In this discussion academic self-efficacy refers to perceived capabilities to learn or perform actions at designated levels in academic settings (Schunk & DiBenedetto, 2022) and trust in their abilities when facing challenges (Sioting & Guhao, 2023). Contemporary studies consistently emphasized the crucial importance of academic self-efficacy in education. Komarraju and Nadler (2021) postulates that students with high levels of academic self-efficacy not only achieved better academic results but also exhibited greater resilience when encountering academic challenges. Additionally, Putwain, Sander, and Larkin (2020) discovered that higher self-efficacy results better academic performance and improve academic results. It was revealed that those students with higher levels of academic self-efficacy also demonstrated stronger motivation.

This heightened motivation led to better academic outcomes, implying that when students have confidence in their abilities, they are more inclined to engage deeply and persistently in their academic tasks and dedication to their studies (Jackson and Usher, 2022, Liu and Wang, 2023, Cubero & Villocino, 2023; Kim and Park (2024). Another dimension believed to affect student's academic motivation is academic resilience. Academic resilience refers to a student's ability to effectively deal with academic setbacks, stress, and pressure, allowing them to continue striving for and achieving their academic goals despite these challenges (Hirvonen, Putwain, Määttä, Ahonen, & Kiuru, 2020).

Habib (2019) found that academic resilience statistically demonstrates significant relationship among secondary school student's academic motivation. Students with academic resilience tend to express higher levels of achievement despite risks and difficulties (Simões, Santos, Lebre, Daniel, Branquinho, & Gaspar 2021; Romano, Angelini, Consiglio, & Fiorilli, 2021), more likely academic resilience is effective in increasing students academic motivation given if students would only be able to manage academic pressure and difficulties (Vieri, 2023).

Moreover, studies have linked academic motivation with several antecedents as well as consequences. Arias, Soto-Carballo, and Pino-Juste (2022) concluded that emotional intelligence is positive and significant correlation to academic motivation and students differing with respect to academic motivation differ from one another on emotional intelligence. Emotional intelligence is considered as the ability to recognize, understand and manage our own emotions and to recognize, understand and influence the emotions of others, contemplates the guidance of thoughts and actions (Amador-Licona, Guízar, Mendoza, Briceño Martínez, Rodríguez Bogarín, & Villegas Elizarrarás, 2020) which is useful in many situations, is important for a student to learn and do well in the classroom (Korucu, Demir, & Aydın, 2022) since emotional intelligence can be harnessed to reach goals (Alutaya & Guhao, 2024). Correspondingly, in the investigation of Chinyere and Afeez (2022) on emotional intelligence it was found significantly and positively associated with the student's level of academic motivation. Furthermore, emotional intelligence has been identified as one of the critical success factors affecting students' personal and academic lives (Ononye, Ndudi, Bereprebofa, & Maduemezia, 2022). It is further confirmed by Alyana (2023) confirmed that emotional intelligence is a significant part of academic motivation and it plays role in enhancing the academic and achievement motivation of the students.

This study is anchored on the Self-Determination Theory (SDT) (Deci & Ryan, 1985). SDT is a motivational theory of personality, development, and social processes that posits that human motivation is driven by the need to satisfy three basic psychological needs: autonomy, competence and relatedness. This theory also examines the natural, advantageous human desire to advance toward further development. Likewise, by using SDT as the theoretical framework, the study can explore how the satisfaction of the needs for autonomy, competence, and relatedness through academic self-efficacy, resilience, and emotional intelligence predicts academic motivation among high school students. By employing SDT, the study can offer deeper insights into how these factors interact to influence academic motivation and can suggest practical applications for enhancing student motivation through targeted interventions.

Social Cognitive Theory (SCT) served as a complementary theoretical framework. SCT, developed by Albert Bandura focuses on the reciprocal interactions between personal factors, behavior, and the environment, which align well with SDT's emphasis on autonomy, competence, and relatedness (Bandura, 1986). Social Cognitive Theory has the following key concepts; self-efficacy; reciprocal determinism; observational learning; and lastly outcome expectations. SCT emphasizes the role of self-efficacy in motivation, suggesting that higher self-efficacy leads to greater motivation and persistence. It also considers how environmental factors and personal characteristics, such as emotional intelligence and resilience, interact to influence behavior (Bandura, 1986). Compounding SDT and SCT provides a strong framework for understanding how academic self-efficacy, resilience, and emotional intelligence influence academic motivation. Hence, these theories established that the mechanisms, academic self-efficacy, academic resilience, and emotional intelligence are essential to improve academic motivation.

Meanwhile, the Conceptual Model illustrated in Figure 1 reflects the direct causal relationship between the dependent variable and the independent variables. As shown, the independent variables of this study are *academic self-efficacy, academic resilience*, and *emotional intelligence.* On the contrary, the dependent variable is academic motivation. The conceptual model shows the direct relation between the independent variables towards the dependent variable.

Academic self-efficacy is measured by four indicators namely; perceived control, competence, persistence, and self-regulated learning domains (Dullas, 2018). Perceived control explains why some people believe that rewards are the consequences of their behavior. Competence is another subdomain of Self-efficacy it is the expectancy and ability beliefs are judgments of students' competence and their self-efficacy. Persistence is attaining goal-oriented behavior despite academic obstacles and negative academic experiences. Self-regulated learning refers to self-governing processes and self-beliefs that facilitate transformation of mental abilities into school performance abilities.

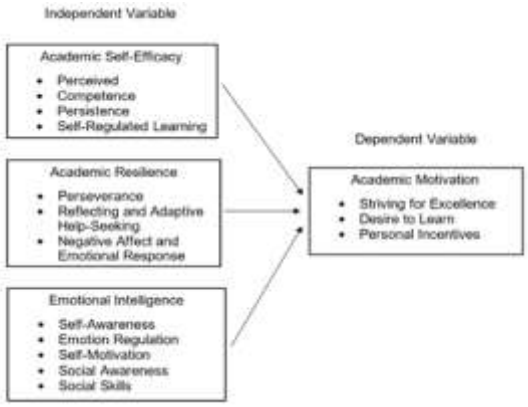

Figure 1. The Conceptual Model of the Study

The Influence of Academic Self-Efficacy, Academic Resilience, and Emotional Intelligence on Academic Motivation Among Senior High School Students: A Prediction Model

The indicators of Academic resilience are perseverance; reflecting and adaptive help-seeking; and negative affect and emotional response (Cassidy, 2016). The traits of perseverance include working hard and trying, never giving up, sticking to plans and goals, embracing and utilizing feedback, coming up with creative solutions to problems, and viewing adversity as a chance to overcome obstacles. Reflecting and adaptive help-seeking features changing study methods, asking for help, support, and encouragement, keeping track of effort and accomplishments, and giving incentives and punishments. Negative affect and emotional response feature themes that include anxiety, catastrophizing, avoiding negative emotional responses, optimism and hopelessness and are similar to acceptance of negative affect (Sartika, & Nirbita, 2023).

Emotional intelligence is defined by five indicators: self-awareness; emotional regulation; self-motivation; social awareness; social skills and emotional receptivity (Mehta & Singh, 2013). Self-awareness is the ability to view oneself fairly objectively. It also involves the interaction of thoughts and emotions. Emotion regulation recognizing and managing one's emotions is referred to as emotion management, it is also the capacity to react to a wide range of emotions in a way that is acceptable to society. Self-motivation is the ability to complete things without being affected by other people or external factors. Social awareness is the capacity to recognize, comprehend, and react to the feelings of others while also feeling at ease in social situations. Social skills are the aptitude for interacting, persuading, and communicating with others peacefully and harmoniously. It is the capacity to communicate both positive and negative emotions in a social setting. Emotional Receptivity refers to being open to other people's emotions allows us to accept and support their points of view (Mehta & Singh, 2013).

Finally, this study also examines the construct of academic motivation which is assessed using the three specific indicators: striving for excellence; desire to learn; and personal incentives (Njiru, 2003). Striving for excellence is a holistic and sustained commitment to personal and intellectual growth, driven by a deep-seated desire for knowledge and self-improvement. Desire to learn in the context that drives students to continuously seek knowledge, grow intellectually, and achieve personal and academic fulfillment. Personal incentives are the unique and individual reasons that inspire students to commit to their studies and strive for excellence. These incentives provide a sense of purpose and can significantly influence a student's dedication and persistence in their academic endeavors.Numerous systematic reviews of academic motivation have been undertaken, looking at the variables that predict it and the results it predicts (Jansen, Meyer, Wigfield, & Moller 2022). However, most studies only look at a few variables at a time. Some examine certain student qualities in connection to student motivation (Vasconcellos, Parker, Hilland, Cinelli, Owen, Kapsal, Lee, Antczak, Ntoumanis, Ryan, & Lonsdale 2020), and others concentrate only on particular instructional variables and how they relate to motivation (Bardach, Oczlon, Pietschnig, & Luftenegger, 2020).

As a result, there is no representation of the comparative strength of the relationships between the major factors related to students academic motivation in the field. Such comparison data is crucial for obtaining a more in-depth understanding of academic motivation and strategies to improve it, these two concerns were described by Anderman (2020) and Hattie et al. (2020) as fundamental challenges to be address. Consequently, academic motivation in educational institutions is crucial for achieving educational goals and objectives, as high academic motivation can greatly enhance students' academic achievement and learning performance (Howard et al., 2022). Despite the extensive research on academic motivation, there is limited evidence on the impact of variables such as academic self-efficacy, academic resilience, and emotional intelligence on the academic motivation of senior high school students. Because of this the researcher decided to use quantitative predictive correlational to analyze the four variables in the Philippine setting.

This study aims to determine the level of academic self-efficacy in terms of perceived; competence; persistence; and self-regulated learning; describe the level of academic resilience in terms of perseverance; reflecting and adaptive help-seeking and negative affect and emotional response; ascertain the level of emotional intelligence in terms of self-awareness; emotion regulation; self-motivation; social awareness; social skills; and emotional receptivity; To measure the level of academic motivation in terms of striving for excellence; desire to learn; and personal incentives; determine whether there are significant correlations between academic self-efficacy and academic motivation, between academic resilience and academic motivation, and between emotional intelligence and academic motivation; determine whether there is combined significant influence of academic self-efficacy, academic resilience, and emotional intelligence on academic motivation; and finally, to develop a mathematical prediction model on academic motivation.

The prediction model of academic motivation in the academic setting was conceptualized to determine whether the influences of these variables directly influence the academic motivation of public senior high school students in Region XI. The significance of this study will contribute to a new body of knowledge that will provide positive advantages and significance in congruence with the Sustainable Development Goals (SDG) number four of the 2030 agenda which focuses on quality education. The findings of the study can be beneficial to the Department of Education, DepEd can perform policy assessment to promote students academic motivation develop action plans to improve teaching-learning process and, develop intervention schemes to improve the overall quality and management of educational institutions in the Philippines. Likewise, the school administrators can benefit from being an overall lookout of the school, they educate and support teachers in increasing their competencies so that they can cater to the needs of the students. Additionally, teachers may utilize the result of the study, findings, and best fitted model in developing and updating the activities and task employed in every subject and school activity that would best fit the student's needs and would increase their academic motivation. This will allow the teachers to establish activities and programs for students to enable students to excel.

Additionally, the result of this study will give high school teachers an understanding of the current issue and the variables that influence student's academic motivation, allowing them to adapt and develop the essential abilities to inspire learners to succeed academically. Create strategies to make their teachings more engaging and pertinent by implementing suitable and efficient pedagogical techniques. As a result, top-notch instruction would be provided in schools, producing the intended educational result. Furthermore, the findings of the study might be used by many education stakeholders such as the government, community, private individuals, and teachers to seek for answers to the issue of academic motivation that our educational system is facing.The study's findings are significant for educational researchers, as they may encourage further investigation into the potential changes in students' academic motivation over time among the respondents and within the same locality. Such subsequent research could guide the implementation of additional measures to improve the country's educational sector.

2. METHODOLOGY

This section discusses the research participants, materials and instruments, design, and methodology.

Research Respondents

The research study's respondents were the 421 senior high school students who are currently enrolled as grade 11 and 12 students from selected public senior high schools within Region XI. The number of respondents was determined using the Raosoft Sample Size Calculator, the total number of grade 11 students which is 71, 885 added to the total number of graden12 which is 70,528 to get the population size, which is 142, 413. In getting the sample size it considered a 5 percent marginal error, 96 percent confidence level, and 50 percent distribution.

In selecting the respondents, stratified random sampling is employed. Furthermore, using stratified sample, the researcher will compute statistical metrics for each group. Each respondent in the group being studied should belong to a particular category. A different probability sampling approach, such as cluster or sample random sampling, is then utilized to sample each population stratum (Wieczorek, Guerin, & McMahon, 2022).

This survey included the 10 schools division in the Davao Region. The number of public senior high school per division was selected as follows: Davao City, 143 public senior high school students; Davao del Norte, 63 public senior high school students; Davao del Sur, 44 public senior high school students; Davao Occidental, 33 public senior high school students; Davao Oriental, 46 public senior high school students; Digos City, 10 public senior high school students; Island Garden City of Samal, 16 public senior high school students; Mati City, 18 public senior high school students; Panabo City, 24 public senior high school students; and Tagum City, 24 public senior high school students. Additionally, the study is conducted in the second semester of the 2023-2024 school year, involving senior high school students from public schools in Region XI. Participants must indicate their willingness to join and complete a certificate of informed consent. Given that the respondents are vulnerable, the researcher takes special care to present information clearly and uses age-appropriate language during the survey.

Research respondents should be enrolled in public secondary senior high schools within Region XI. Teachers, parents, school leaders, DepEd officials and public senior high school students from other region were excluded as respondents in the study. Participation in this study is voluntary and will not impact students' academic standing or provide any educational incentives. The researcher emphasizes the voluntary nature of participation, ensuring confidentiality and making it clear that choosing not to participate will not have negative consequences for students' grades or standing. Recognizing the vulnerability of participants, the researcher prioritizes ethical principles and the well-being of participants while ensuring the validity of the research outcomes.

Participants can withdraw from the study at any time without penalty, and their confidentiality is protected under the Data Privacy Act of 2012. Data collected is used solely for research purposes, and survey responses remain private. The importance and benefits of participating are explained in the Google Form, though no monetary compensation is provided. The researcher acknowledges participants' contributions and ensures they will benefit from the study's findings. The survey is conducted via a Google Form hyperlink ensuring the respondents safety and protection during data collection.

Materials and Instrument

In collecting the data, the researcher utilized questionnaires that had been modified and adapted. There were four instruments used in this study namely: academic self-efficacy, academic resilience, emotional intelligence, and academic motivation survey questionnaire. The research instrument used in gathering the data is adapted from various authors with some modifications to contextualize to the local setting. The questionnaire used in this study

contained four parts and they are as follows: Part 1, self-efficacy; Part 2, academic resilience; Part 3, emotional intelligence; and Part 4, academic motivation. The Cronbach alpha coefficient is used to evaluate the internal consistency and reliability of each of the measuring instruments. Pearson's square was utilized to test the hypothesis of the study whose important value was set at a confidence level of at least 95 percent ($p<0.05$).

The first research questionnaire is adapted from Dullas (2018). This tool includes 20 questions in total. The Academic Self-Efficacy Formative Questionnaire was designed to measure a student's perceived, competence, persistence, and self-regulated learning domains on a 5-point, Likert-type scale. Perceived is composed of 5 items, competence consists of 5 items, persistence entails 5 items and self-regulated learning domains of 5 items. The pilot testing process was conducted for this questionnaire and the score of .930 indicates that the items' internal consistency is reasonably high.

Meanwhile, the research instrument for academic resilience was adapted from Cassidy (2016). It consists of a Fifteen-item (15) survey questionnaire with three indicators; perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response, which all consisted of five item questions for each indicator. The instrument underwent pilot testing, yielding a value of .798, indicating all items that all items exhibit a relatively good level of internal consistency.

The Emotional Intelligence Scale which was adapted from Mehta, et. al. (2013). The scale has thirty-seven (37) items that will test the emotional intelligence of the students, which will be composed of the six areas which are; self-awareness (6 items), emotional regulation (7 items), self-motivation (7 items), social awareness (7 items), social skills (6 items), and emotional receptivity (5 items). The items were subjected to pilot testing, which yielded a result of .898, indicating a good internal consistency level.

The research instrument for academic motivation is adapted from Njiru (2003) which was taken from the Motivation to Achieve Questionnaire developed by Waugh (2002). The scale has 16 items that will test the academic motivation of the students. The questionnaire measures three essential aspects of emotional intelligence: striving for excellence (5 items); desire to learn (6 items); and personal incentive (5 items). The survey's alpha coefficient of .913 indicates that its items have a comparatively high level of internal consistency.

The following scales were used to interpret the means of variables in this study: Senior high school students demonstrate exceptionally high levels of academic self-efficacy, academic resilience, emotional intelligence, and academic motivation with scores between 4.20 and 5.00. Scores ranging from 3.40 to 4.19 indicate high levels in these areas. Scores between 2.60 and 3.39 reflect moderate levels of academic self-efficacy, academic resilience, emotional intelligence, and academic motivation. Scores from 1.80 to 2.59 represent low levels, while scores from 1.00 to 1.79 indicate very low levels of these attributes. The survey questionnaire was adapted and tailored to suitable to the local setting with the direction of an advisor and the inputs of competent validators who evaluated its content for construct validity. The questionnaire established an average rating of 4.66 indicating a very good level of descriptive equivalence meaning it accurately reflected the concepts it intended to measure. The survey questionnaire underwent pilot testing to test its reliability. Academic self-efficacy questionnaire have a Cronbach Alpha of .930, academic resilience questionnaire received a .798 Cronbach Alpha, emotional intelligence questionnaire established .898 Cronbach Alpha, and lastly the academic motivation questionnaire gathered a .913 Cronbach alpha level. Hence, based on these high Cronbach's Alpha it suggests that the questionnaires are reliable tool for measuring the intended constructs

Design and Procedure

This study utilized a quantitative, descriptive correlation design. This is used to develop and employ phenomenon-related mathematical models, theories, and hypotheses. First, a descriptive correlation technique will be used initially. In light of this, the descriptive correlation technique (Panda, 2023) serves as a gauge of the relationship between variables with varying levels of measurement. It is descriptive because it uses straightforward level descriptions to represent it at the average level. Correlation is also used to examine and assess the relationship between two or more things. Second, to examine the proposed interactions between variables the data was organized and then analyzed and interpreted using statistical tools. Mean was used to assess the level of academic self-efficacy, evaluate the level of academic resilience of public senior high school students, measure the level of emotional intelligence, and elaborate the level of academic motivation of public senior high school students in Region XI. Pearson Product Moment Correlation was utilized to determine interrelationships between academic self-efficacy, academic resilience, emotional intelligence, and academic motivation among senior high school students. Regression analysis was used to discover the important predictors of public senior high school students' academic motivation.

The researcher followed several steps to gather data for the study. After the survey questionnaire was validated by experts and permission was granted to conduct the study, the researcher wrote a letter to the Regional Director for permission to conduct the study in regional schools. Upon approval, the researcher sought permission from the Division Superintendents to distribute the questionnaires. Once approved by the Division Superintendents, the researcher then obtained consent from the school principals and scheduled the distribution of the questionnaires. Instructions were given to respondents, with questions translated into the vernacular if necessary, and respondents' queries were addressed to ensure understanding. The collected data will be tallied and presented to a statistician for analysis.

The researcher adhered to ethical standards set by the University of Mindanao Ethics Review Committee (UMERC) throughout the study. To address conflicts of interest, full transparency, disclosure, and mitigation strategies were implemented to ensure the researcher's relationships did not influence the research process and findings. Ethical standards and guidelines from the institution and the scientific community were followed. The researcher treated respondents with respect, protecting their private information under the Data Privacy Act of 2012 and ensuring confidentiality. Identifiable information was kept confidential unless necessary to protect participants' rights or welfare. Published results and conference discussions will not include identifiable information.

The results of this research will offer valuable insights to the respondents of the study and will serve as a catalyst to raise awareness among officials from the Department of Education (DepEd), school administrators, and teachers. These insights will focus on creating effective programs and strategies to promote academic motivation among public senior high school students. This objective will be achieved by enhancing students' academic self-efficacy, academic resilience, emotional intelligence, and academic motivation within the school community context.

3. RESULTS AND DISCUSSION

This section presented the analysis and interpretation of the data derived from the responses gathered from public senior high school students in Region XI during the data collection. The results are presented in alignment with the research objectives. The outcomes are outlined by the research objectives. Additionally, it addressed the conclusion regarding the null hypothesis, incorporating a thorough review of relevant scholarly works to support and validate the results.

Level of Academic Self-Efficacy

Reflected in Table 1 is the level of academic self-efficacy manifested by public senior high school students in Region XI. The overall mean rating was 4.06 with a standard deviation (SD) of 0.348, described as high. The high level of academic self-efficacy can be attributed to the high levels of the following indicators: perceived recorded a mean rating of 4.15; competence reaped a mean rating of 3.86; persistence obtained a mean rating of 4.18; and self-regulated learning attained a mean rating of 4.07. The high level of academic self-efficacy indicates that students believe that they can pass their subjects because they have the ability to do so. Strive to attain excellence and learn in whatever they engage with because they develop good study habits. Despite obstacles, students can accomplish written work and performance tasks in their academics organize school work, and plan school activities.

Table 1

Level of Academic Self-Efficacy

Indicators	SD	Mean	D.E.
Perceived	0.39	4.15	High
Competence	0.48	3.86	High
Persistence	0.42	4.18	High
Self-Regulated Learning	0.44	4.07	High
Overall	**0.34**	**4.06**	**High**

This contention was similar to Huang (2021) and Zimmerman and Schunk (2021) statement that students who believe in their capabilities, set goals, do self-monitoring, and self-reflection are more likely to engage in academic tasks and exhibit higher academic performance. Also, they set challenging goals, persist in the face of difficulties, and use effective learning strategies (Duckworth, Peterson, Matthews, & Kelly, 2020; Wang & Eccles, 2020; Madigan and Curran,2022). Since they are able to manage both the internal processes affecting them and the external circumstances influencing them (Cabayag & Guhao 2024) and believe they can complete any assigned task using their skills and abilities (Guhao, 2019). Moreover, these findings underscore the importance of fostering self-efficacy and its related indicators to enhance students' academic performance and overall educational experiences.

Level of Academic Resilience

Depicted in Table 2 is the level of academic resilience of public senior high school students. The overall mean rating is 4.05 with a standard deviation of 0.371 described as high which meant that academic resilience was oftentimes observed by students. Also, this indicated that students had a high level of academic resilience. The mean score of the indicators were revealed as follows: perseverance received a mean rating of 4.26 or very high; reflecting and adaptive help-seeking generated a mean rating of 4.20 or very high; and negative affect and emotional response gathered a mean rating of 3.68 or high.

Table 2

Level of Academic Resilience

Indicator	SD	Mean	D.E.
Perseverance	0.42	4.26	Very High
Reflecting and Adaptive Help-Seeking	0.44	4.20	Very High
Negative Affect and Emotional Response	0.77	3.68	High
Overall	**0.37**	**4.05**	**High**

The findings imply that, in general, the academic resilience of the respondents is high this indicates that students persistently strive to overcome academic challenges and stay committed to their goals. Further, the respondents are in control of their provenance as evident in the very high mean rating of the statement under this indicator, such as they would work harder and think of new solutions and would use the feedback in improving their academic-related tasks. This finding is in cognizance of the studies that pointed out that perseverance of effort and consistency of interest which encompasses perseverance, in academic success are more likely to achieve their academic objectives despite obstacles (Duckworth, Peterson, Matthews, Kelly, 2020).

It is also supported by the finding that students would put in more effort, use feedback to enhance academic work, and handle academic pressures and setbacks effectively (Martin & Marsh, 2020).

Also, students would try to think more about their strengths and weaknesses to help their work better and would stop themselves from panicking about school tasks. These findings parallel that of Shin and Lee (2021) found that students who actively reflect on their learning are better equipped to manage academic stress and improve their learning outcomes and students who can regulate their emotions effectively are more resilient (Li, Zhang, & Zhang, 2022). These suggest that emotional regulation skills are critical for maintaining high levels of academic resilience even when experiencing negative emotions. Likewise, these findings imply that the respondents exhibit high academic resilience, meaning they consistently strive to overcome academic challenges and remain committed to their goals. This resilience is demonstrated by their willingness to work harder, think of new solutions, and use feedback to improve academic tasks.

Level of Emotional Intelligence

Exhibited in Table 3 is the level of emotional intelligence of public senior high school students. It can be gleaned from the table that emotional intelligence obtained an overall score of 4.09 with a standard deviation of 0.365 described as high which meant that emotional intelligence was oftentimes displayed among senior high school students. This further emphasizes that the public senior high school students in Region XI have a high level of emotional intelligence. The mean score of the indicators of emotional intelligence are as follows: self-awareness gained a mean rating of 4.20 or very high; emotional regulation landed a mean rating of 4.01 or high; self-motivation had a mean rating of 4.11 or high; social awareness obtained a mean rating of 4.10 or high; social skills attained a mean rating 4.05 or high; and emotional receptivity that gathered a mean score of 4.05 or high.

Table 3

Level of Emotional Intelligence

Indicators	SD	Mean	D.E.
Self-Awareness	0.45	4.20	Very High
Emotion Regulation	0.52	4.01	High
Self-Motivation	0.45	4.11	High
Social-Awareness	0.43	4.10	High
Social Skills	0.46	4.05	High
Emotional Receptivity	0.46	4.05	High
Overall	**0.36**	**4.09**	**High**

The results suggest that the high level of emotional intelligence among public senior high school students indicates that students understand the relationship between their feelings, keep calm in conflicting and upsetting problems, and are motivated to continue. Moreover, students understand the way others think, possess good social skills and listen well, seek mutual understanding, and fully welcome sharing of information. This aligns with the contention of Brackett, Rivers, and Salovey (2020) that self-aware students are better equipped to manage their emotions and respond appropriately to different situations, and students who are adept at controlling their emotional responses is essential for handling academic pressures and social interactions (Gross & John, 2021).

Moreover, self-motivated students are more likely to engage in proactive learning behaviors and persist in the face of challenges (Ryan & Deci, 2020). This investigation aligns with a previous study that students with high social awareness and skills are better at empathizing with others and navigating social dynamics (Goleman, 2021; Zeidner, Matthews, & Roberts, 2021). Additionally, students suggest they are open to understanding and learning from their emotions, which contributes to their overall emotional intelligence (Mayer, Caruso, & Salovey, 2022). This is also in contention that individuals with high emotional intelligence can motivate themselves to tackle complex tasks, see things from different perspectives, and have a strong desire to understand their own motivations (Alutaya & Guhao, 2024)

The results suggest that public senior high school students with high emotional intelligence can better manage their emotions and social interactions, helping them handle academic pressures. This supports research showing that self-aware and self-motivated students engage in proactive learning and persist through challenges. Additionally, students with strong social awareness and skills effectively navigate social dynamics, enhancing their overall emotional intelligence and academic success.

Level of Academic Motivation

Highlighted in Table 4 is the level of academic motivation among public senior high school students. The overall mean rating was 4.21 with the standard deviation of 0.370, described as very high which meant that academic motivation was always observed among the students. This also implied that public senior high school students in Region XI had a very high academic motivation. The mean scores of the indicators of academic motivation were unveiled as follows: striving for excellence gathered a mean rating of 4.20 or very high; desire to learn had a mean rating of 4.21 or very high; and personal incentives collected a mean rating of 4.21 or very high.

Table 4

Level of Academic Motivation

Indicators	SD	Mean	D.E.
Striving for Excellence	0.45	4.20	Very High
Desire to Learn	0.40	4.21	Very High
Personal Incentives	0.42	4.21	Very High
Overall	**0.37**	**4.21**	**Very High**

The respondent striving for excellence has contributed to their overall level of academic motivation, as evident in their drive that when they do not get what they expect in their studies they work hard so that they may achieve their target goals. Students study hard as much as they can and set realistic and challenging high academic goals. This is in cognizance of the findings that students who strive for excellence are more likely to set challenging goals, utilize effective learning strategies, and perform better academically (Kim & Pekrun, 2022).

Likewise, the current findings are similar to those of Ryan and Deci (2020) emphasized striving for excellence that is crucial for student engagement and achievement, which includes a genuine interest in learning and personal growth, leading to higher academic performance and persistence.

On the other hand, students' desire to learn is also attributed to their concentration in participation in classroom discussions because of their genuine desire and interest in learning academic work. The study's result is consistent with the findings of Wigfield, Rosenzweig, and Eccles (2021), which indicate that students who are eager to learn are more likely to engage deeply with the material and show persistence in their studies. it is also supported by the notion of Ma, Xin, and Du (2021) that those who have a strong desire to learn, as part of their academic passion, significantly contribute to students' motivation and engagement in their studies.

Furthermore, students' personal incentives significantly impact their desire to achieve and maintain self-esteem, which enhances their engagement and effort in academic tasks. This drive is bolstered by the recognition and rewards that come with academic success. Additionally, the praise and honor received from peers, teachers, and family upon passing exams or completing studies serve as strong motivational factors. The findings align with previous research indicating that students possess strong personal goals and motivations, which are vital for sustaining high levels of academic motivation (Schunk & DiBenedetto, 2020). Similarly, it supports the idea that personal incentives, such as the desire to achieve and maintain self-worth, propel students' engagement and effort in their academic endeavors (Covington, 2021).

The findings imply that students' striving for excellence and setting challenging academic goals significantly enhance their academic motivation and performance. This drive is supported by a genuine interest in learning, active participation in classroom discussions, and effective learning strategies. Additionally, personal incentives such as praise, recognition, and the desire to maintain self-esteem play crucial roles in sustaining high levels of motivation and engagement in academic tasks.

Significance on the Relationship between Levels of Academic

Self-Efficacy and Academic Motivation

Shown in Table 5.1 is the data on the correlation of the independent variable academic self-efficacy to the dependent variable academic motivation. The results revealed that academic self-efficacy was significantly related to academic motivation as the overall r-value was 0.564 and the p-value was less than 0.05 level of significance. This means when the academic self-efficacy of public senior high school students is high; an increase of academic motivation is also expected. Hence the null hypothesis stating that there is no significant relationship between academic self-efficacy and academic motivation was rejected. The relationship is strong which means that academic self-efficacy has something to do with the academic motivation of public senior high school students in Region XI. The academic motivation of public senior high school students is dependent on academic self-efficacy.

With regards to the indicators of the independent variable academic self-efficacy, it was observed that when *perceived* was correlated to the indicators of dependent variable academic motivation, the overall r-value was .421 with $p<0.05$; hence, significant. When *competence* was correlated to the dependent variable academic motivation, the results disclosed an overall r-value of .379 with p-value is less than 0.05; thus significant. When *persistence* learning was correlated to the dependent variable academic motivation, the overall r-value computed was .486 with p-value is less than 0.05; henceforth significant. Finally, when self-regulated learning was correlated to the dependent variable academic motivation, the overall r-value obtained was .487 with p-value is less than 0.05; likewise significant. This showed that all probability values signified significant correlations.

Table 5.1

Significance on the Relationship between Levels of Academic Self-Efficacy and Academic Motivation

	Academic Motivation			
Academic Self-Efficacy	**Striving for Excellence**	**Desire to Learn**	**Personal Incentives**	**Overall**
Perceived Competence	.370* (0.000)	.400* (0.000)	.402* (0.000)	.451* (0.000)
Persistence	.314* (0.000)	.350* (0.000)	.321* (0.000)	.379* (0.000)
Self-Regulated Learning	.382* (0.000)	.456* (0.000)	.427* (0.000)	.486* (0.000)
Overall	.425* (0.000)	.446* (0.000)	.395* (0.000)	.487* (0.000)
	.467* (0.000)	.518* (0.000)	.483* (0.000)	.564* (0.000)

*Significant at 0.05 significance level.

The results of the study are consistent with previous research, indicating a strong and positive correlation between academic self-efficacy and academic motivation. In support, students with high levels of academic self-efficacy not only achieve better academic results but also exhibited greater resilience when encountering academic challenges. (Komarraju & Nadler, 2021; Jackson and Usher, 2022; Liu & Wang, 2023). Moreover, this is in cognizance of the finding that students possessing vigorous academic self-efficacy beliefs will actively pursue academic objectives. for both personal satisfaction and external rewards, demonstrating that self-efficacy fosters a comprehensive motivational framework (Kim & Park, 2024; Cubero & Villocino, 2023)

These findings suggest that students with higher academic self-efficacy are more likely to be motivated, set challenging goals, persist in their studies, and effectively regulate their learning processes. This highlights the importance of fostering academic self-efficacy to enhance overall academic motivation and performance among students.

Significance on the Relationship between Levels of Academic Resilience and Academic Motivation

Depicted in Table 5.2 is the linkage between academic resilience and academic motivation. Results disclosed an overall r-value of .428 and a p-value less than 0.05 level of significance. This implied that public senior high school students who exhibited high level of academic resilience also exhibited high academic motivation. Consequently, the null hypothesis of no significant relationship exists between academic resilience and academic motivation was rejected. The relationship is described to b strong. This suggests that the academic motivation of public senior high school students in Region XI is dependent on their academic resilience.

Table 5.2

Significance on the Relationship between Levels of Academic Resilience and Academic Motivation

	Academic Motivation			
Academic Resilience	**Striving for Excellence**	**Desire to Learn**	**Personal Incentives**	**Overall**
Perseverance	.378* (0.000)	.481* (0.000)	.398* (0.000)	.482* (0.000)
Reflecting and Adaptive Help-Seeking	.455* (0.000)	.512* (0.000)	.458* (0.000)	.547* (0.000)
Negative Affect and Emotional Response	.003 (0.943)	.035 (0.474)	.051 (0.295)	.033 (0.497)
Overall	.330* (0.000)	.415* (0.000)	.373* (0.000)	.428* (0.000)

*Significant at 0.05 significance level.

Similarly, in Table 5.2 it can be observed that when indicators of the independent variable *perseverance*, reflecting and adaptive help-seeking, negative affect, and emotional response were correlated to the indicators of the dependent variable academic motivation, the following results can be found. When perseverance was correlated with the dependent variable academic motivation, the overall r-value was .482 with $p<0.05$; hence significant. When reflecting and adaptive help-seeking were correlated to the variables of the dependent variable academic motivation, the overall r-value was .547 with $p<0.05$; hence significant. Lastly, when negative affect and emotional response were correlated to academic motivation, it revealed an overall r-value of .033; hence no significant relationship. Only two out of the three probability values showed significant correlations.

The results of the present study are consistent with previous findings by Habib (2019) and Simões et al., (2021), indicating that students who possess academic resilience tend to demonstrate higher levels of achievement despite facing risks and challenges. Similarly, it has been noted by Romano et al. (2021) and Vieri (2023) that students with high levels of academic resilience also exhibit increased engagement in learning activities. These findings

support recent research highlighting the pivotal role of resilience in shaping students' motivation, as emphasized by Martin and Marsh (2023). Moreover, they align with a growing body of evidence suggesting that nurturing resilience among students can positively impact their motivation, engagement, and overall well-being within the school environment, as proposed by Wang and Eccles (2020).

The significant positive correlations observed between academic motivation and indicators of academic resilience, such as perseverance and adaptive help-seeking, underscore the importance of employing effective coping strategies and problem-solving skills in enhancing students' motivation and academic performance. These findings are in line with the perspective presented by Yeager and Dweck (2021) regarding the role of adaptive coping mechanisms in bolstering students' resilience and success. However, it is worth noting that the correlation between negative affect and emotional response, and academic motivation did not reach statistical significance.

This suggests that while negative emotions may have some influence on students' motivation, their impact may be moderated by additional factors such as coping strategies and social support, as suggested by Troy, Ford, and Mauss (2023).

Likewise, this suggests that fostering perseverance and adaptive help-seeking behaviors in students can significantly enhance their academic motivation, while managing negative emotional responses may not directly impact their motivation levels. These findings highlight the importance of resilience-building strategies in educational programs to improve student motivation and academic outcomes.

Significance on the Relationship between Levels of Emotional Intelligence and Academic Motivation

Exhibited in Table 5.3 is the data on the results of associations between emotional intelligence and academic motivation among public senior high school students. It can be extracted from the results that the overall r-value was .606 and the p<value less than 0.05 level of significance.

Table 5.3

Significance on the Relationship between Levels of Emotional Intelligence and Academic Motivation

	Academic Motivation			
Emotional Intelligence	**Striving for Excellence**	**Desire to Learn**	**Personal Incentives**	**Overall**
Self-Awareness	.369* (0.000)	.426* (0.000)	.428* (0.000)	.470* (0.000)
Emotion Regulation	.358* (0.000)	.330* (0.000)	.285* (0.000)	.376* (0.000)
Self-Motivation	.449* (0.000)	.518* (0.000)	.474* (0.000)	.554* (0.000)
Social-Awareness	.418* (0.000)	.459* (0.000)	.455* (0.000)	.512* (0.000)
Social Skills	.413* (0.000)	.448* (0.000)	.416* (0.000)	.490* (0.000)
Emotional Receptivity	.380* (0.000)	.439* (0.000)	.395* (0.000)	.466* (0.000)
Overall	.508* (0.000)	.548* (0.000)	.518* (0.000)	.606* (0.000)

*Significant at 0.05 significance level.

This showed that when students resonated high level of emotional intelligence, student academic motivation was apparently improved. As a result, the null hypothesis stating that there is no significant relationship between emotional intelligence and academic motivation was rejected. The relationship between the two variables is described to be strong. This means that students academic motivation is dependent on their emotional intelligence. Concerning the indicators of emotional intelligence, when self-awareness was correlated to the dependent variable academic motivation, the overall r-value was .470 with p<value less than 0.05 level of significance.; thus, significant. When emotion regulation was correlated to the dependent variable academic motivation, the findings showed an overall r-value of .376 with a p<value less than 0.05 level of significance; still significant.

Moreover, when self-motivation was correlated to academic motivation it showed an overall r-value of .554 with p<value less than 0.05 level of significance; it is significant. When social awareness was correlated to academic motivation the dependent variable disclosed an overall r-value of .512 with a p<value less than 0.05 level of significance; also, significant. Furthermore, when social skills were correlated to the dependent variable academic motivation it gathered an overall r-value of .490 with a p<value less than 0.05 level of significance; still significant. Finally, when emotional receptivity was correlated to the dependent variable academic motivation, the overall r-value was .466 with a p<value less than 0.05; which also, significant. Subsequently, all probability values revealed a significant correlation.

The study's findings highlight a significant correlation between emotional intelligence and academic motivation, corroborating recent research that emphasizes the predictor of emotional intelligence on students' academic motivation (Brackett & Rivers, 2022). Emotional intelligence, which includes skills such as perceiving, understanding, regulating, and expressing emotions, helps students effectively manage academic challenges and maintain a positive learning outlook (Salovey & Mayer, 2021). This is consistent with studies indicating that students with higher emotional intelligence are more likely to be academically motivated (Petrides & Furnham, 2020). Additionally, these findings support the growing evidence that emotional intelligence is crucial for enhancing student engagement, perseverance, and achievement in educational settings (Aunola, Metsapelto, Perry, & Nurmi, 2023). Also, this implies that students with higher emotional intelligence are more likely to be academically motivated. Enhancing emotional intelligence in students

can therefore be a critical factor in boosting their academic motivation and performance. These findings highlight the importance of emotional intelligence development in educational settings to foster greater academic success.

The extent of Influence of Predictor Variables on Academic Motivation

Reflected in Table 6 is the extent of influence of predictor variables on academic motivation of public senior high school students in Region XI. It can be extracted that the predictor variables academic self-efficacy, academic resilience, and emotional intelligence have a combined percent influence of 44.8% with an F ratio of 112.737. The overall R-value of .669 with $p<0.05$ revealed that all predictor variables were found to statistically explain the academic motivation of public senior high school students in Region XI. The table of standardized beta coefficients explained that the level of academic self-efficacy, academic resilience, and emotional intelligence is attributed to the academic motivation of public senior high school students with a p-value of .000 beta level.

Among the variables, emotional intelligence has a relatively great influence on public senior high school academic motivation. The B value of .383 indicates that for every unit level increase in emotional intelligence corresponds to .383 unit increase in the level of public senior high school academic motivation.

This is followed by academic self-efficacy. The B value of .316 indicates that every unit-level increase in academic self-efficacy corresponds to .316-unit increase in the level of academic motivation among senior high school students. Academic resilience has the least influence on public senior high school academic motivation. The B value of .118 indicates that for every unit-level increase in academic motivation corresponds to a .118-unit increase in academic motivation among senior high school students. Hence, these variables are capable of exploring the public senior high school academic motivation

Table 6

The extent of Influence of Predictor Variables on Academic Motivation

Academic Motivation (Dependent Variables)				
Independent Variables	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**t**	**Sig.**
Constant	.883	.187	4.729	.000
Academic Self-Efficacy(ASE)	.298	.316	6.578	.000
Academic Resilience (AR)	.118	.118	2.781	.006
Emotional Intelligence (EI)	.379	.383	8.085	.000
R	.669			
R^2	.448			
F	112.737			
P	.000			

P	.000

Moreover, public senior high school students have some degree of academic motivation and the R^2 value of .448 shows that 44.8% of the variance of academic motivation is affected by the three independent variables namely, academic self-efficacy, academic resilience, and emotional intelligence.

Therefore, the prediction model based from Table 8 can be derived as follows:

Prediction Model on Academic Motivation

$Y= 0.187 + 0.316\ X_1 + 0.118\ X_2 + 0.383\ X_3$

Where: Y = Academic Motivation

X_1 = Academic Self-Efficacy

X_2 = Academic Resilience

X_3 = Emotional Intelligence

Constant 0.187 is the Unstandardized Beta Coefficient

The multiple linear regression model that is used to predict academic motivation based on the three predictor variables which are academic self-efficacy (X_1), academic resilience (X_2), and emotional intelligence (X_3). X_1 represents the impact of academic self-efficacy on academic motivation with the

coefficient 0.316 which indicates that for every one-unit increase in academic self-efficacy, academic motivation is predicted to increase, holding other variables constant. Meanwhile, X_2 is a predictor variable that represents the impact of academic resilience on academic motivation with the coefficient 0.118 which indicates that for every one-unit increase in academic resilience, academic motivation is predicted to increase, holding other variables constant. Furthermore, X_3 is the predictor variable which represents the impact of emotional intelligence on academic motivation with the coefficient 0.383 which suggests that for every one-unit increase in the quality of emotional intelligence, the academic motivation is predicted to increase, holding other variables constant. This prediction model set 0.187 as the Unstandardized Beta Coefficient Constant which represents the predicted value of academic motivation when all predictor variables are zero.

The present study found that academic self-efficacy affects the academic motivation of public senior high school students. Research by Habib (2019) and Pajares (2020) indicates that students with strong academic self-efficacy are more likely to engage deeply with their studies and persist through challenges, which in turn boosts their academic motivation. Additionally, Putwain et al. (2020) discovered that higher academic self-efficacy is associated with lower anxiety and improved performance, suggesting that enhancing self-efficacy can significantly reduce test anxiety and enhance academic outcomes. Moreover, Kim and Park (2024) found that students with strong academic self-efficacy beliefs actively pursue academic goals for both personal fulfillment and external rewards, highlighting that self-efficacy supports a well-rounded motivational framework.

Furthermore, the research revealed that academic resilience impacts the academic motivation of public senior high school students. According to Martin and Marsh (2021), resilient students are more adept at handling setbacks, which helps maintain their motivation and dedication to academic objectives. Studies by Masten (2021) highlight the importance of academic resilience in sustaining motivation and achieving academic success despite challenges. Similarly, Romano et al. (2021) argue that students with higher levels of academic resilience demonstrate greater learning engagement. Therefore, academic resilience effectively boosts students' academic motivation, provided they can manage academic pressure and difficulties (Vieri, 2023).

Finally, the results of the study revealed that emotional intelligence influences academic motivation. It is stated by various authors (Aunola et al., 2023; Brackett & Rivers, 2022; Schunk & DiBenedett 2020; Chinyere & Afeez. 2022; Petrides et al., 2019) that high academic motivation exhibited by students was influenced by emotional intelligence. Also, Arias et al., (2022) stated that students who vary in their levels of academic motivation also show differences in their levels of emotional intelligence, they also highlight that emotional intelligence, which involves understanding and managing one's emotions, is crucial for sustaining academic motivation (Brackett & Rivers, 2022). This is because emotionally intelligent students can better navigate academic challenges and maintain a positive outlook on learning (Salovey & Mayer, 2021).

4. CONCLUSION AND RECOMMENDATION

The study investigates the influence of academic self-efficacy, academic resilience, and emotional intelligence on the academic motivation of public senior high school students. The data reveals that all three factors are significantly related to and predictive of academic motivation. Based on the research findings, we have derived the following conclusions and recommendations:

The overall level of academic self-efficacy among public senior high school students is high. Indicators such as perceived, competence, persistence, and self-regulated learning are all rated highly, suggesting students believe in their abilities to succeed, persist despite challenges, and manage their learning effectively. To establish a continuous student belief in their ability to accomplish academic tasks, the Department of Education may enhance academic self-efficacy by implementing goal-setting workshops that teach students to set SMART goals, mentorship programs pairing senior students with experienced teachers or high-achieving peers, supportive learning environments with study groups, peer tutoring, and academic support centers, recognition programs acknowledging students' persistence and achievements, and self-regulated learning workshops on time management, study strategies, and self-assessment techniques.

The level of academic resilience revealed a consistently high standard. The heightened levels of the indicators, namely: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response, contribute to the elevated level of the variable. This highlights that student may face challenges in managing negative emotions and students are likely to work hard, seek help when needed, and use feedback constructively. The Department of Education may implement resilience-building programs that conduct workshops and training sessions focused on resilience skills, such as stress management, coping strategies, and emotional regulation. Counseling services may be expanded to provide students with support in dealing with emotional challenges and setbacks. Additionally, a growth mindset culture will be promoted within schools through professional development for teachers, integration of growth mindset principles into the curriculum, and student workshops. Finally, workshops on adaptive help-seeking and feedback utilization will be offered to teach students effective help-seeking behaviors and how to constructively use feedback.

Most of the time, Emotional Intelligence is observed the very high level of the variable resulted from the high level of all the indicators, namely, self-awareness, emotion regulation, self-motivation, social awareness, and social skills. In this sense, curriculum developers may integrate emotional intelligence education into all curricula by incorporating emotional intelligence training, mindfulness practices, and socio-emotional learning programs. Specific initiatives should include regular workshops on self-awareness, emotion regulation, and social skills, and embedding these practices into daily classroom activities to enhance students' academic motivation and overall success.

The level of academic motivation is high, indicating a frequent occurrence. Heightened levels of striving for excellence, desire to learn, and personal incentives contribute to the elevated degree of academic motivation. In this commitment, the Department of Education may focus on sustaining and enhancing this high motivation by continuing to provide a supportive and engaging learning environment. This can be achieved through ongoing teacher professional development, the integration of innovative teaching methods and educational technologies, as well as reinforcing emotional and social

support systems. Recognizing and rewarding academic achievements, promoting extracurricular activities, and fostering strong partnerships with parents and the community are also essential strategies to maintain and further elevate students' academic motivation.

A strong, favorable, and noteworthy association has been observed between students' academic self-efficacy and academic motivation, academic resilience and academic motivation, as well as between their emotional intelligence and academic motivation. The initial null hypothesis proposed in this study was convincingly rejected by the study results. To ensure alignment with the research objectives, the educational institution may develop programs and activities that would enhance students' emotional intelligence, academic self-efficacy, and academic resilience can significantly boost their motivation. Educational interventions and support systems should focus on developing these areas to foster a more motivated and resilient student body. This comprehensive approach can help students achieve better academic outcomes and navigate their educational journey with greater confidence and perseverance.

The predictive model presented is deemed appropriate as it accurately encompasses the variables under investigation. The study's results refute the second null hypothesis, which claims that no model can adequately explain the level of academic motivation among public senior high school students in Region XI. The findings of this research support Ryan and Deci's (2000) Self-Determination Theory, which asserts that individuals are driven to fulfill three intrinsic psychological needs: autonomy, competence, and relatedness. Additionally, the data validate the support theory of Social Cognitive Theory (SCT), which highlights the significance of self-efficacy in motivation. SCT suggests that higher self-efficacy enhances motivation and persistence, and it also examines the interplay between environmental factors and personal characteristics, such as emotional intelligence and resilience, in influencing behavior (Bandura, 1986).

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