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# The Mediating Effect of Student Self Efficacy on the Relationship between Self-Concept and Academic Motivation

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**ABSTRACT**

The purpose of this study was to determine the mediating effect of student self-efficacy on the relationship between self-concept and academic motivation. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers among public elementary schools in Mati Central Districtal. The researcher utilized total population sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-text. From the results of the study, it was found that there is a high level of self-concept and academic motivation. Moreover, there is a very high level of self-efficacy. Also, results revealed that there is a significant relationship between academic self-concept and academic motivation; self-concept and self-efficacy; self-efficacy and self-concept and self-efficacy. Further, self-efficacy has a partial mediating effect on the relationship between self-concept and academic motivation.

Keywords: *education, self-concept, academic motivation, self- efficacy, teachers, mediation, Philippines*

## INTRODUCTION

Students in current learning are faced with challenging situations, such as inside and outside classroom learning, initiating several problems, for instance, lack of focus and concentration. Wang, Salisbury-Glennon, Dai, Lee and Dong, (2022) mention that two significant factors interfering learning in the classroom are external and internal disturbance originated from the students' disintegration. Some examples of external disturbance are hard to understand instructions, class temperature, and students prefer listening to music rather than paying attention to their teachers. Meanwhile, internal disturbance covers those coming from students themselves, such as lack of motivation, laziness, prefer playing with other classmates, and the desire to eat in class. In addition, when discussing graduate students, there are some examples of external disturbance are extracurricular academic factors, work and financial situation, family problems and social and emotions problems (Berestova, Burdina, Lobuteva, & Lobuteva,2022).

Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests (Pham, Ho, Nguyen, BNguyen & Nguyen, (2024). Toh-Kiraly, Morin, Litalien, Valuch, Bothe, Orosz and Rigo, (2022). without motivation learning is not possible so it is necessary for teachers to motivate their students. In students life motivation is base of any work because without motivation they cannot achieve anything.

There is strong evidence that self-concept and academic motivation are not just related to students' motivation levels, but also to their academic achievement. Xia, Zhang, Wang, Wang, Yang, Gao and Yang (2022) suggest that students who have a positive self-concept are not only more motivated but also achieve better academic outcomes. The belief in their academic abilities encourages students to put in greater effort, take on more challenging tasks, and persist in their academic journey.

According to Schunk and DiBenedetto (2022), a well-developed and positive self-concept, particularly in areas related to academic or social competence, is likely to influence an individual's self-efficacy beliefs in those domains. For example, if a student believes they are generally a capable person, they are more likely to develop confidence in their ability to succeed in specific academic tasks.

Zimmerman (2022) support this idea, stating that self-concept influences the development of self-efficacy beliefs in academic contexts. When students see themselves as competent and capable learners, they are more likely to believe in their ability to successfully navigate academic challenges. Thus, a positive self-concept in broader aspects of life can translate into higher self-efficacy in specific academic tasks.

Self-efficacy beliefs are one of the strongest predictors of academic motivation. Schunk and DiBenedetto (2022) argue that students who believe in their ability to succeed are more likely to be motivated to engage in learning activities. When students feel confident about their academic abilities, they tend to set higher goals, put in more effort, and demonstrate greater perseverance, which directly impacts their academic motivation.

Marsh and Craven (2022) found that students with high self-efficacy are more likely to be intrinsically motivated—driven by internal goals such as mastering content or achieving personal growth—rather than extrinsically motivated by external rewards like grades or approval. These students are more persistent in the face of academic challenges, which aligns with Bandura's (2022) theory that self-efficacy enhances motivation by fostering a sense of control over one's academic destiny.

Cheng and Yu (2023) reinforces the idea that self-efficacy serves as a crucial mediator between **self-concept** and **academic motivation**. Students with positive self-concept tend to develop higher self-efficacy, which, in turn, strengthens their academic motivation and persistence. This mediation effect is a vital process in explaining how students' beliefs about their abilities translate into academic engagement and achievement.

To fill this gap, in today's increasingly competitive and globalized world, academic success has become more than just a personal achievement; it is vital for future opportunities in higher education and the job market (Brown, 2024). Understanding how self-concept and self-efficacy affect **academic motivation** can provide educators and policymakers with insights into how to best support students in their learning journey.Some studies (Jatmiko, Asyhari, Irwandani, & Soeharto, 2023) stress that students who are more motivated and confident in their abilities are more likely to persist and excel academically, which is critical for preparing them for the future.Research in this area can contribute to effective strategies that promote long-term academic success.

While significant strides have been made in understanding the relationship between self-concept, self-efficacy, and academic motivation, critical gaps still remain in the literature. These gaps include the need for longitudinal research, exploration of diverse educational contexts, examination of external influences, and more nuanced understanding of domain-specific self-efficacy. Further investigation into these areas could provide educators with more targeted strategies for fostering positive academic outcomes by improving students' self-efficacy and academic motivation. Addressing these gaps will help to build more comprehensive models of student motivation and success, paving the way for more effective educational practices.

The first objective of the study to determine the level of self-concept in terms of self-regard, social acceptance, academic ability, verbal ability, math ability, physical appearance, parental acceptance, and social anxiety (Gifford, 2005). Moreover, the second objective is to determine the level of academic motivationin terms of knowledge, *accomplishment, stimulation, identified regulation, introjected regulation, extrinsic regulation and a motivation.*The third objective is to ascertain the level of self-efficacy in terms of *student engagement, instructional strategies, and classroom management*. Moreover, the fourth objective is to determine the significant relationship between academic self-concept and academic motivation; self-concept and self-efficacy; self-efficacy and self-concept and self-efficacy has no significant mediating effect on the relationship between self-concept and academic motivation.

The null hypotheses will be tested at the significant level of 0.05. It will test if there is no significant relationships between academic self-concept and academic motivation; self-concept and self-efficacy; self-efficacy and self-concept. And the last objective is to determine the mediating effect of self-efficacy on the relationship between academic self-concept and academic motivation. And academic self-concept does not significantly mediate the relationship between academicself-concept and academic motivation.

One of the foundational frameworks is Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), which emphasizes the importance of intrinsic motivation—driven by personal interest and enjoyment—versus extrinsic motivation, which is influenced by external rewards. SDT highlights the role of three core psychological needs: autonomy, competence, and relatedness, suggesting that students are most motivated when they feel autonomous in their learning, competent in their abilities, and connected to others.

This study is anchored in Burnette, Knouse, Vavra, O'Boyle and Brooks (2020) Theory of Goal Orientation Theory, which posits that continue to deepen our understanding of how students are motivated to engage in learning. The contributions made in 2020 emphasize the role of social support, self-regulation, growth mindsets, and cultural factors in shaping motivation. These anchored theories remain foundational in educational research, guiding practices and interventions aimed at fostering a more motivated, engaged, and successful student population.

This study is also supported by Schunk, Pintrich, and Meece (2020) who explored the impact of teacher support, peer relationships, and family involvement on academic motivation, suggesting that social support can provide critical scaffolding for students, especially those facing academic difficulties. In their work on motivation and self-regulation, they emphasize that academic support—in the form of encouragement, advice, and resources—can boost students' self-efficacy and goal-setting capabilities.

In essence, these motivation theories are interconnected as they

address different yet complementary aspects of motivation. Self-Efficacy Theory and SDT both highlight the importance of competence, with SDT adding the role of autonomy and relatedness. Goal Orientation Theory and Expectancy-Value Theory both explore how students' goals and expectations shape their motivation, with Goal Orientation focusing more on types of goals and Expectancy-Value emphasizing the importance of task value and perceived success. Finally, Attribution Theory ties into these theories by explaining how students interpret and respond to success and failure, influencing their future motivation and goal setting.

In the same vien, self-concept and self-efficacy are probably the two most well-researched self-constructs in academic motivation studies to date. Decades of research on both constructs have contributed significantly as well as independently to our understandings of how critical students' appraisal of themselves can be for their successful functioning and wellbeing in school. These self-constructs have been particularly beneficial when used to predict or explain students' motivation and achievement (Hapsari, Huang, & Kanita, 2023).

The conceptual paradigm in Figure 1 shows the independent variable- which is academic self-concept which focuses self-regard, social acceptance, academic ability, verbal ability, math ability, physical appearance, parental acceptance, and social anxiety (Gifford, 2005). The dependent variable is

academic motivation of students which has its indicators namely: intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation (Fernet et al., 2008). The mediating variable is the self efficacy. Moran and Hoy (2001) sought that there are three indicators of teacher efficacy: student engagement, instructional strategies, and classroom management.

Moreover, a variable may work as a full mediator when it meets the accompanying conditions: variations in the levels of independent variable significantly account for the variations in the presumed mediator; variations in the mediator significantly account for the variations of dependent variable; when both independent variable and mediating variable appear in the model; and a previously significant relationship between the independent and dependent variables is no longer significant and when the direct path is zero (Baron & Kenny, 1986).

Research that might suggest a potential avenue for future research is the fact that we used only grades as an indicator of academic achievement. Although, grades are of high practical relevance for the students, they do not necessarily indicate how much students have learned, how much they know and how creative they are in the respective domain (e.g., Walton and Spencer, 2009). Moreover, there is empirical evidence that the prediction of academic achievement differs according to the particular criterion that is chosen (e.g., Lotz et al., 2018). Using standardized test performance instead of grades might

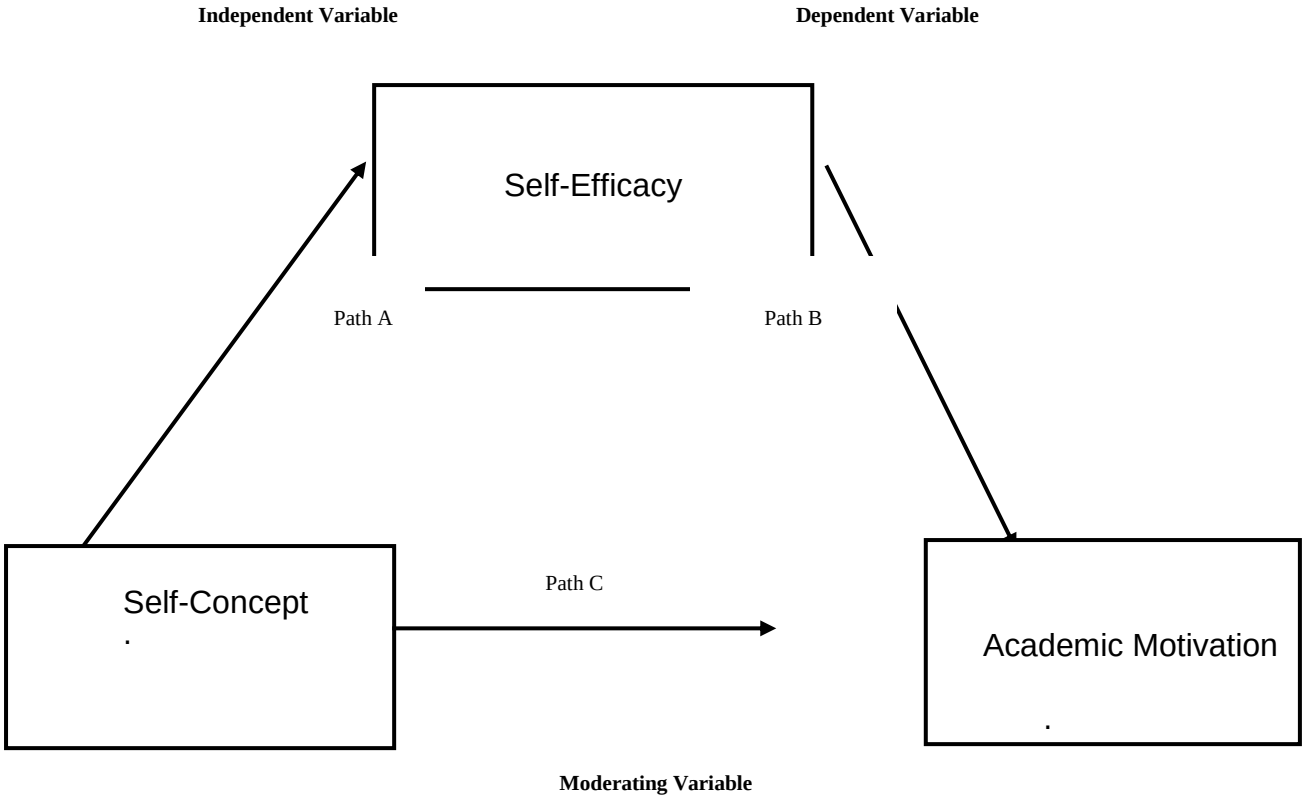


*Figure 1***.** Conceptual Framework Showing the Variables of the Study

lead to different results.Inside a classroom, students experience social interactions with peers and establish rapport with teachers. Helping children develop socially is an important aspect within the realm of their academic education. Assigning classroom jobs to students provides opportunities to demonstrate responsibility, teamwork and leadership. Jobs such as handing out papers, taking attendance, and being a line-leader can highlight a student's strengths and in turn, build confidence. It also helps alleviate your workload.

Teachers must be the center of any major improvement in school systems and in students' education. "Seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor.

## METHOD

### Research Respondents

The study are conducted on the first semester of School Year 2022-2023 in Mati North District there were 300 students respondents The respondents of this study are 170 randomly selected Grade 12 students of School A (50), School B (47), School C (26), School D (47) whose age ranges from 18 – 20 years old. The track from where the respondents were taken was also randomly chosen, and from the total number of Grade 12 students who were officially enrolled in the chosen track during the school year 2022-2023 in the selected schools, the total number of population was determined.

The researcher sets specific qualifications to qualify for the conduct of the study. As the most mature age group among all high school students, these students are presumed to be matured enough to answer the research question. From the population, the sample from each participating school is determined

using the Slovin's Formula to give each Grade 12 student who is in the age bracket considered in the study in these schools to be equally chosen as respondent; simple random sampling was used to determine the final set of respondents.

Specifically, the possible respondents of this research study are the students enrolled in the Senior High School Program of the Department of Education, specifically, Grade 12 in a respondent school aged between 18- 20 regardless of their academic achievement, co-curricular and extra-curricular involvement, and strand. Also, these students are enrolled in both private and public Secondary Schools of Mati North District. The study excluded all Junior High School, grade 11 and grade 12 students who are below 18 years of age.

The study, on the contrary, the researcher will also make an effort to remind the respondents that their participation in the study is entirely voluntary, and they can withdraw if they wish to without being penalized for it. They can withdraw their participation if, during the conduct of the study, they have other commitments, have health issues, and the like.

**Materials and Instrument**

This study utilized three instruments. The first measure the level of the questionnaire deals with the independent variable. The first part of the questionnaire deals with academic self-concept, having subscales of the *self-regard, social acceptance, academic ability, verbal ability, math ability, physical appearance, parental acceptance, and social anxiety* (Gifford, 2005).

This instrument is presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts.

The second set of the questionnaire dealt with the variable is academic motivation which focuses on knowledge, accomplishment, stimulation, identified regulation, introjected regulation, extrinsic regulation and a motivation (Adapted by Fernet, Senecal, Guay, Marsh and Dowson, 2008). The Likert Scale requires individuals to tick on a box/blank in response to a large number of items concerning an attitude, object, and stimulus. It is common to treat the number obtained from a rating scale directly as measurements by calculating averages or, more generally, any arithmetic operations.

For academic motivation of students, the following five orderable gradations with their respective range of means and descriptions are considered: To measure the level of self-efficacy anchored *student engagement, instructional strategies, and classroom management (Tschannen-Moran & Woolfolk-Hoy (2001).*

This instrument is presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts. These are the following range of means with its descriptions: 4.20 – 5.00 or Very High, which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

**Design and Procedure**

This study utilized a non-experimental quantitative design utilizing the descriptive correlation technique of research designed to gather data, ideas, facts, and information related to the study. In non-experimental research, it does not rely on manipulating variables. Rather, it observes how variables are related to one another, and describes the findings (Gliner et al., 2011).

In this study, the variables were not manipulated, and the setting was not controlled. Descriptive-correlation research design describes, interprets, and evaluates the relationship between variables, what exists and does not exist (Sukamolson, 2007). The study is descriptive since it assessed the levels of self-concept and academic motivation of students and the effect of self efficacy. Further, this is correlational for it investigated the relationship between variables such as self-concept, academic motivation of students and self efficacy of students, with the use of the survey questionnaires as a tool in gathering the fundamental data.

The mediating variable lies intermediate between causal factors and an outcome. It causes mediation in the dependent and independent variables. It further aims to estimate the way a variable affects the impact of X on Y. A mediator is presumed to cause the outcome and not vice versa. One reason for testing mediation is to understand the mechanism through which the initial variable affects the outcome (Baron and Kenny, 1986).

This research study followed a systematic procedure to ensure proper authorization, ethical compliance, and accuracy in data collection and analysis. A letter request for permission to conduct the study was submitted to the Dean of Professional Schools for approval. Once approved, the letter was forwarded to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental for further authorization. School Heads were also furnished with a copy of the approval letter before the actual data gathering. Before data collection, the researcher secured a Certificate of Approval from UMERC (UMERC Protocol Number 2024-282) to ensure adherence to ethical research standards. The survey was conducted face-to-face, ensuring that teachers' classes were not disrupted or canceled during the process.

The researcher ensured that all retrieved questionnaires were verified for completeness before encoding them into an Excel template for data management. After tallying and validating the responses, the data was analyzed and interpreted by a designated statistician, ensuring alignment with the study's objectives. Based on the findings, conclusions and recommendations were formulated to provide meaningful insights into the research problem. This structured approach ensured the study's validity, reliability, and ethical integrity while maintaining a seamless data collection and analysis process.

To ensure accurate data analysis, the study employed the following statistical tools based on the research objectives and hypotheses: The mean was used to determine the levels of the three key variables: self-concept, academic motivation and self-efficacy. This addressed research objectives 1, 2, and 3 by summarizing the extent to which these variables were manifested among public elementary school teachers. Pearson's r was used to test the significance of relationships between the study variables at a 0.05 level of significance. This statistical test assessed the strength and direction of the relationships between: self-concept and academic motivation; self-concept and self-efficacy; self-efficacy and self-concept.

This answered research objective 4 by determining whether these relationships were statistically significant. Medgraph with the Sobel z-test was used to evaluate whether faculty self-efficacy mediated the relationship between self-concept and academic motivation. This addressed research objective 5, providing insights into the extent to which faculty spirituality influenced the connection between the independent and dependent variables. By utilizing these statistical tools, the study ensured a comprehensive analysis of the data, effectively testing relationships and mediation effects while aligning with the study's research framework.

The researcher ensured that ethical standards were strictly observed to protect the rights and well-being of the respondents. UMERC Certificate of Compliance was issued to the researcher in compliance to the ethical consideration. Moral concerns were observed during the conduct of this study. The researcher has sought the permission of the concerned officials regarding the conduct and involvement of the target respondents. The respondents were oriented on their roles and were informed that their participation is free and voluntary. They were asked through an informed consent and were assured that the data collected from them will be kept private and confidential. The researcher ensured that no possible risks were involved and mitigating measures, psychological, financial and physical preparations were also considered. There was no conflict of interest (COI) or traces of it and deceit was avoided. For purposes of the publication, the adviser becomes a co-author of the study.

## RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study.

The outputs of the set of data are presented and ordered based on the objectives of this study. First, the level of self-concept; second, the level of academic motivation; third, the level of self-efficacy; fourth, the association of the relationships between self-concept and academic motivation; self-concept and self-efficacy; self-efficacy and self-concept.

**Self-Concept**

Shown in Table 1 are the average mean scores for the indicators of self-concept, with an overall mean of 4.26 described as very *high* with a standard deviation of 0.38. The very high-level result indicates that self-concept is always manifested in the majority of the indicators. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.37 or very high is – social acceptance. In contrast, indicator with the lowest mean rating of 4.11 or high is physical appearance.

This indicates that the students who provided the high ratings likely have a strong sense of their academic self-concept, meaning they view themselves positively in terms of their academic and social abilities. The high ratings in areas like self-regard, social acceptance, academic ability, and others suggest a well-rounded sense of self-worth. These students may feel confident

Table 1

*Self-Concept*

| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
|---|---|---|---|
| Self-Regard | 0.42 | 4.34 | Very High |
| Social Acceptance | 0.40 | 4.37 | Very High |
| Academic Ability | 0.47 | 4.22 | Very High |
| Verbal Ability | 0.56 | 4.26 | Very High |
| Math Ability | 0.54 | 4.20 | Very High |
| Physical Appearance | 0.52 | 4.11 | High |
| Parental Acceptance | 0.53 | 4.21 | Very High |
| Social Anxiety | 0.51 | 4.34 | Very High |
| **Overall** | **0.38** | **4.26** | **Very High** |

in both their academic performance and social interactions, which can be influenced by positive perceptions of their abilities, appearance, and family dynamics.

Various authors Marsh and Martin, (2020) (2008); Schunk and DiBenedetto, (2020) who delves into the relationship between self-efficacy (the belief in one's ability to succeed) and academic motivation. High self-regard and confidence in one's academic abilities are strongly linked to positive academic outcomes**.** This argument corroborates the explanation of Zimmerman (2020) supports the idea that positive self-regard and high academic self-concept are linked with greater achievement motivation, especially when students perceive themselves as capable in both academic and social domains.

**Academic Motivation**

Shown in Table 2 are the mean scores for the indicators of academic motivation; with an overall mean of 4.45 described as *very high* with a standard deviation of 0.18. The *high* level result indicated that academic motivation is always manifested. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.63 or very high is – *extrinsic regulation.* In contrast, indicator with the lowest mean rating of 4.27 still *very high* is *a motivation.*

The high level of academic motivation likely stems from a combination of a strong academic self-concept, social acceptance, and other positive self-.

Table 2

*Academic Motivation*

| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
|---|---|---|---|
| Knowledge | 0.38 | 4.33 | Very High |
| Accomplishment | 0.29 | 4.55 | Very High |
| Stimulation | 0.35 | 4.49 | Very High |
| Identified Regulation | 0.30 | 4.44 | Very High |
| Introjected Regulation | 0.39 | 4.39 | Very High |
| Extrinsic Regulation | 0.25 | 4.63 | Very High |
| A motivation | 0.48 | 4.27 | Very High |
| **Overall** | **0.18** | **4.45** | **Very High** |

perceptions. These students are more likely to display consistent academic effort and motivation across various situations. This implies that students are experiencing pleasure and satisfaction while learning new things and broadening my knowledge about the subjects. In addition, Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests.

The result conforms with the various authors Roberts and O'Reilly (2020); Zimmerman (2020) who said that student motivation is a student's desire to participate in the learning process. It is the meaningfulness, value, and benefits that an academic task has to the learner. It is also defined as a student's drive from within which guides, activates, and continues a behavior over time. academic motivation is always manifested among students with high self-regard, academic ability, and social acceptance conforms with the conclusions of various scholars. These authors all support the notion that positive self-concept factors significantly influence academic motivation, which in turn leads to consistent engagement and achievement in academic pursuits.

**Self Efficacy**

Shown in table 3 are the mean scores for the items of *self-efficacy with* an overall SD of 0.31 and a total mean rating of 4.11 labeled as Very High. The very high level could be attributed to the very high rating given by the teachers in most of the self-efficacy items. This signifies that the teachers' responses to the self-efficacy items were sometimes manifested in most of the cases.

The cited overall mean was the result gathered from the computed mean scores of all items of self-efficacy. The item *controlling disruptive behavior in the classroom* has the highest mean of 4.55. This means that the teachers have very healthy relationships in school. On the other hand, the item *keeping problematic students from ruining an entire lesson* has the lowest mean which is 3.83.

The high level of self-efficacy as rated by the respondents indicates that the high level of self-efficacy as rated by the respondents indicates that they have a strong belief in their capabilities, which positively influences their academic motivation, persistence, resilience, and ultimately, their academic success.

The result of the findings parallels the idea of Chow et al., (2022) who said that that students' self-efficacy is positively influenced by their autonomy (the ability to make choices in learning), which leads to greater intrinsic motivation,

**Table 3**

**Level of Self-Efficacy**

| Items | SD | Mean | Descriptive Level |
|---|---|---|---|
| Getting through to the most difficult students. | 0.65 | 3.90 | High |
| Having the ability to help students think critically. | 0.61 | 4.07 | High |
| Motivating students who show low interest in school work. | 0.65 | 4.04 | High |
| Helping students' value learning. | 0.81 | 4.24 | Very High |
| Improving the understanding of student who is failing. | 0.53 | 4.02 | High |
| Responding to difficult questions from students. | 0.55 | 4.07 | High |
| gauging student comprehension of what they have thought. | 0.78 | 4.14 | High |
| Adjusting lessons to the proper level for individual students. | 0.80 | 3.92 | High |
| Extending alternative explanation for example when students are confused. | 0.63 | 4.23 | Very High |
| Making alternative strategies in the classroom. | 0.66 | 4.51 | Very High |
| Controlling disruptive behavior in the classroom. | 0.68 | 4.55 | Very High |
| Establishing routines to keep activities running smoothly | 0.54 | 4.10 | High |
| Making children to follow classroom rules. | 0.28 | 4.06 | High |
| Calming a student who is disruptive or noisy. | 0.32 | 4.02 | High |
| Keeping problematic students from ruining an entire lesson. | 0.91 | 3.83 | High |
| **Overall** | **0.31** | **4.11** | **High** |

engagement, and success in their academic pursuits The finding in the study is parallel with the idea of Chow et al., (2022) that at students' self-efficacy is positively influenced by their autonomy (the ability to make choices in learning), which leads to greater intrinsic motivation, engagement, and success in their academic pursuits

**Significance on the Relationship between Self-Concept and Academic Motivation**

Presented in Table 4.1 are the results of the significance test on the relationship between the variables involved in the study. The overall *r-value* of .414 and a $p<0.01$ signified the rejection of null hypothesis. It meant that there is significant relationship between self-concept and academic motivation. This showed that the overall self-concept affects academic motivation. When all indicators of self-concept when correlated with the overall academic motivation obtained p-values of .387, .400 and .284 with an r value of $p<0.01$ hence, significant.

The correlation analysis confirming a significant relationship between self-concept and academic motivation indicates that students' perceptions of themselves (self-concept) are closely linked to their motivation to engage in and perform academic tasks. This suggests that the way students view their abilities, self-worth, and academic identity has a direct impact on their academic drive and persistence. Moreover, students who have a positive self-concept (including areas such as academic ability, self-regard, and social acceptance) are more likely to exhibit higher levels of academic motivation. They believe in their ability to succeed academically, which drives their effort, persistence, and engagement with learning tasks

Table 4.1

*Significance on the Relationship between Self-Concept and Academic Motivation*

| Self-Concept | Academic Motivation | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Knowledge** | **Accomplishment** | **Stimulation** | **Identified Regulation** | **Introjected Regulation** | **Extrinsic Regulation** | **A Motivation** | **Overall** |
| **Self-Regard** | .174* | -.039 | -.066 | .234* | .340* | .027 | .340* | **.330*** |
| | (0.003) | (0.497) | (0.252) | (0.000) | (0.000) | (0.641) | (0.000) | **(0.000)** |
| **Social Acceptance** | .156* | -.070 | -.018 | .149* | .254* | .044 | .250* | **.252*** |
| | (0.007) | (0.228) | (0.755) | (0.010) | (0.000) | (0.449) | (0.000) | **(0.000)** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Academic Ability** | .244* | .051 | -.042 | .247* | .206* | -.018 | .248* | **.295*** |
| | (0.000) | (0.375) | (0.472) | (0.000) | (0.000) | (0.755) | (0.000) | **(0.000)** |
| **Verbal Ability** | .181* | .011 | -.060 | .244* | .297* | -.012 | .314* | **.317*** |
| | (0.002) | (0.850) | (0.297) | (0.000) | (0.000) | (0.830) | (0.000) | **(0.000)** |
| **Math Ability** | .240* | -.015 | -.003 | .175* | .220* | .045 | .231* | **.283*** |
| | (0.000) | (0.796) | (0.952) | (0.002) | (0.000) | (0.433) | (0.000) | **(0.000)** |
| **Physical Appearance** | .227* | -.045 | -.073 | .326* | .356* | .002 | .395* | **.387*** |
| | (0.000) | (0.442) | (0.206) | (0.000) | (0.000) | (0.979) | (0.000) | **(0.000)** |
| **Parental Acceptance** | .457* | .088 | -.017 | .187* | .281* | -.022 | .282* | **.400*** |
| | (0.000) | (0.127) | (0.775) | (0.001) | (0.000) | (0.708) | (0.000) | **(0.000)** |
| **Social Anxiety** | .694* | .245* | -.016 | -.024 | .012 | .030 | .029 | **.284*** |
| | (0.000) | (0.000) | (0.782) | (0.677) | (0.838) | (0.606) | (0.619) | **(0.000)** |
| **Overall** | **.391*** | **.042** | **-.048** | **.249*** | **.316*** | **.014** | **.336*** | **.414*** |
| | **(0.000)** | **(0.467)** | **(0.410)** | **(0.000)** | **(0.000)** | **(0.813)** | **(0.000)** | **(0.000)** |

*Significant at 0.05 significance level.

The correlation analysis confirms a significant relationship between self-concept and academic motivation. This finding aligns with the studies of Ryan and Deci (2000); Marsh and Craven (2022) They found that academic self-concept is strongly correlated with motivation and academic performance, emphasizing how students' perceptions of their abilities influence their academic outcomes.

**Significance on the Relationship between Self-Concept and Self-Efficacy**

Shown in Table 4.2 **is** the result of the significant relationship between self-concept and the self-efficacy. Self-concept, when correlated with the self-efficacy yielded an overall r-value of .266 with a p-value less than 0.05. Therefore, the two variables are significantly related to each other. Thus, the null hypothesis of no significant relationship between self-concept and the self-efficacy was therefore rejected. In addition, the data in the table reveals that the indicators of self-concept significantly correlate with the self-efficacy.

The indicators parental acceptance and academic ability show low relationships towards self-efficacy with the r- values of 0.194 and 0.216, respectively. This means that engagement of students shows a much weaker association between peer acceptance and academic achievement. On the other hand, and social acceptance, math ability, self-regard, verbal ability, and physical appearance signify moderate relationships towards the engagement of students respectively. hat parental acceptance and academic ability have relatively weak associations with self-efficacy, as indicated by the low correlation coefficients of 0.194 and 0.216, respectively. On the other hand, social acceptance, math ability, self-regard, verbal ability, and physical appearance show moderate correlations with student engagement.

It is interesting to note that social anxiety sparks a high relationship towards the engagement of student. With the obtained mean score of 0.529. This means that develop confidence and skills in public speaking and anxiety-management. Lastly, since self-concept shows a positive moderate relationship towards the

Table 4.2

*Significance on the Relationship between Self-Concept and teacher efficacy.*

| **Academic Self-Concept** | **Self- Efficacy Overall** |
|---|---|
| Self-Regard | .249* |
| | (0.000) |
| Social Acceptance | .230* |
| | (0.000) |
| Academic Ability | .216* |
| | (0.000) |
| Verbal Ability | .261* |

| | |
|---|---|
| | (0.000) |
| Math Ability | .238* |
| | (0.000) |
| Physical Appearance | .266* |
| | (0.000) |
| Parental Acceptance | .194* |
| | (0.001) |
| Social Anxiety | .036 |
| | (0.529) |
| **Overall** | **.272*** |
| | **(0.000)** |

*Significant at 0.05 significance level.

engagement of student, we can say that the engagement of student is influenced by self-concept.

The significant relationship between self-concept and self-efficacy aligns with Bandura's Social Cognitive Theory (2020) which highlights how beliefs in one's abilities (self-efficacy) are shaped by self-concept and play a critical role in motivation and achievement. Additionally, this relationship is supported by theories such as Self-Determination Theory and Growth Mindset, which emphasize the importance of self-perception in driving motivation and performance

**Significance on the Relationship between Self-Efficacy and Academic Motivation**

Table 4.3 reflects the significant relationship between the self-efficacy and academic motivation. Results yielded an overall r-value of .568 with a p-value less than 0.05; therefore, engagement of students are significantly related to academic motivation. Thus, the null hypothesis of no significant

*Table 6*

Significance on the Relationship between Self-Efficacy and academic motivation

| **Self-Efficacy** | **Academic Motivation** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Knowledge** | **Accomplishment** | **Stimulation** | **Identified Regulation** | **Introjected Regulation** | **Extrinsic Regulation** | **A Motivation** | **Overall** |
| **Overall** | **-.049** | **-.118*** | **.154*** | **.465*** | **.504*** | **.335*** | **.571*** | **.568*** |
| | **(0.402)** | **(0.040)** | **(0.008)** | **(0.000)** | **(0.000)** | **(0.000)** | **(0.000)** | **(0.000)** |

*Significant at 0.05 significance level.

All seven indicators of academic motivation: *knowledge, accomplishment, stimulation, identified regulation, introjected regulation, extrinsic regulation and a motivation,* are significantly related to the Self-Concept with a p-value less than 0.05, with an r-value of .118, .154, .465, 504,.335 and .571 respectively, except *knowledge* with an r value of .049 and p value of .402 hence not significant.

This means that students who believe in their ability to succeed (high self-efficacy) are more likely to be motivated to engage in challenging tasks, persist through difficulties, and maintain effort over time. The higher the self-efficacy, the greater the motivation to tackle academic tasks because students feel they can overcome challenges and succeed.

This result conforms to the idea of Ryan and Deci (2000) posits that motivation is driven by the fulfillment of three basic psychological needs: **competence**, **autonomy**, and **relatedness**. **Self-efficacy** is strongly tied to the need for **competence**, as it involves the belief that one can perform successfully in a given task or context.

**On the Mediating Effect of Self Efficacy**

Mediation still has no universal definition or general theory (Banks, et al 2010; Zariski, 2010). However, results from mediation analyses are usually reported after a statistically significant intervention effect on an outcome has already been found. And often, researchers who fail to find a statistically significant intervention effect do not proceed with significance tests of hypothesized mediators because of the belief that mediation cannot be present if an intervention effect is not present (Apodaca & Longabaugh, 2009). In this study, the mediator, the self-efficacy, explains how or why a relationship exists between the predictor, self-concept, and the dependent variable, academic motivation of students (Holmbeck, 1997; Lindley, et al 1993).

The purpose of the first test is to establish that there is an effect to mediate. If the effect is not statistically significant, then the analysis stops in the causal steps approach. If the effect of the IV on the DV becomes non-significant at the final step in the analysis, full mediation will be achieved. It means all of the effects are mediated by the mediating variable. If the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained. It means part of the IV is mediated by the MV, but other parts are either direct or mediated by other variables not included in the model. In this case, the effect of the IV on DV is significantly lessened after controlling MV. Therefore, only partial mediation took place since the effect is still significant.

Shown in Table 5 is the mediation analysis of self-concept, academic motivation of students, and self-efficacy the computation on the effect size in the mediation test conducted among the three variables is shown in Figure 3. As reflected in the table, three steps were met for the third variable (teacher efficacy to be acting as mediator. In the table, these are categorized as Steps 1 to 4. In step 1, self-concept was found to significantly predict the engagement of students, the mediator, at 0.05 level of significance. In step 2, the engagement of students significantly predicts the academic motivation of student's relationship with a 0.05 level of significance. In step 3, self-concept was also found to significantly predict academic motivation of students at a 0.05 level of significance.

Table 5

*Mediating Effect: Path Analysis*

| PATH | ESTIMATES | | SE | C.R. | P |
|---|---|---|---|---|---|
| | Unstandardized | Standardized | | | |
| SC → AC | .224 | .272 | .046 | 4.896 | *** |
| SC → SE | .274 | .492 | .026 | 10.517 | *** |
| SE → AM | .129 | .280 | .021 | 5.996 | *** |

X =SELF-CONCEPT

Y = ACADEMIC MOTIVATION

M = SELF- EFFICACY

Since the three steps (Paths A, B, C) are significant, further mediation analysis through MedGraph is warranted. Further, this implies that part of the independent variable (self-concept) is mediated by the mediator (engagement of students), but other parts are either direct or mediated by other variables that are not included in the model. Therefore, partial mediation took place since the effect was found to be significant at the 0.05 level.

To conclude, since it is only partial mediation, it could not be claimed that the self-concept is the sole reason how self-concept can influence academic motivation of students. This indicates that the sel-efficacy attribute is only one of the reasons how self-concept can influence academic motivation of students.

The findings are consistent with the studies of Marsh et al., (2020) that self-efficacy is one of the key factors through which self-concept influences academic motivation are consistent with the work of Bandura, (2020) These authors highlight the significant role of self-efficacy as a key aspect of self-concept that directly affects academic motivation. The research shows that when students believe in their abilities (self-efficacy), they are more likely to be motivated to engage in academic tasks and succeed in their studies.

## CONCLUSION AND RECOMMENDATION

Based on the findings of this study, the following conclusions are drawn: Self-concept and academic motivation were all found to be at very high levels, indicating strong positive perceptions among teachers regarding these factors in their work environment. While self-efficacy **was** rated high level.

There is a significant relationship between self-concept and academic motivation. There is also a significant relationship between academic self-concept and the self-efficacy. Additionally, a significant relationship was observed between self- efficacy and academic motivation. The study confirmed that self-concept, self-concept, and self-efficacy all contribute significantly to academic motivation. This indicates that when students have a positive view of their abilities (self-concept and academic self-concept) and believe in their capacity to succeed (self-efficacy), they are more motivated to engage in academic activities, which ultimately leads to improved academic outcomes. These findings underscore the importance of fostering a positive self-concept and high self-efficacy to enhance students' motivation and academic performance.

The conclusions of this study clearly validate the mediating effect of self-efficacy on the relationship between self-concept and academic motivation. These findings are strongly supported by the following theoretical frameworks. Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), which emphasizes the importance of intrinsic motivation—driven by personal interest and enjoyment—versus extrinsic motivation, which is influenced by external rewards. SDT highlights the role of three core psychological needs: autonomy, competence, and relatedness, suggesting that students are most motivated when they feel autonomous in their learning, competent in their abilities, and connected to others.

This study is anchored in Burnette, Knouse, Vavra, O'Boyle and Brooks (2020) Theory of Goal Orientation Theory, which posits that continue to deepen our understanding of how students are motivated to engage in learning. The contributions made in 2020 emphasize the role of social support, self-regulation, growth mindsets, and cultural factors in shaping motivation. These anchored theories remain foundational in educational research, guiding practices and interventions aimed at fostering a more motivated, engaged, and successful student population.

Based on the very high level of school self-concept observed in the study, the researcher proposes the following recommendations. The high level of self-concept observed, particularly in physical appearance, suggests that students are more likely to feel confident in their appearance, which can positively affect their overall motivation and academic engagement. By promoting body positivity, self-acceptance, and inclusive beauty standards, schools can support the continued development of students' self-concept, leading to higher levels of academic motivation and emotional well-being.

The very high level of academic motivation observed in the study suggests that students are deeply engaged and driven to excel in their academic pursuits. Based on this observation, the researcher proposes the following recommendations to maintain and further enhance academic motivation.

The very high level of self-efficacy observed in the study suggests that students who believe in their ability to succeed are more likely to approach challenges, such as disruptive behavior, with confidence and resilience. In the context of keeping problematic students from ruining an entire lesson, the high level of self-efficacy indicates that teachers and students with strong beliefs in their own ability to manage classroom situations and handle disruptions can maintain a productive and positive learning environment.

To further strengthen the positive self-concept and academic motivation, the following recommendations are proposed. ncourage the development of a **growth mindset** among students. Teach students that intelligence and abilities can grow with effort, perseverance, and learning from mistakes. This mindset will help them view academic challenges as opportunities for growth, rather than obstacles.

Maintain the practice of conducting regular dialogues and FGDs with students to provide a platform for concerns, suggestions, and feedback regarding academic or classroom-related challenges. Continue promoting active student involvement in academic, cultural, and extracurricular activities such as Debates and quiz bee contests, and Sports and cultural competitions. Ensure that teachers are given the opportunity to attend relevant trainings and seminars to enhance their work attitude and overall well-being such as academic self-concept and the self efficacy.

Further, in the light of work engagement there should be consistent orientation/ reorientation of the public school's code of ethics, vision, and mission of DepEd to all new and old teachers. Moreover, teachers' recognition thru social media, face-to-face, and other ways of highlighting the challenges of loyal and dedicated teachers must be given due consideration. Further, development activities may center on the development of 21st-century skills for them to quickly adapt to the present time. Additionally, teachers may be sent to several pieces of training and seminars for them to connect to emergent technologies to deliver better learning pedagogies designed for the future.