

**TYPES OF MOTIVATION AND ACADEMIC ACHIEVEMENT OF HONOR
STUDENTS FROM CAVITE STATE UNIVERSITY-IMUS CAMPUS**

Undergraduate Thesis Submitted to the Faculty of the
Department of Social Sciences
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Bachelor of Science in Psychology

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ABSTRACT

LOUISE ANN Y. MONTAÑEZ; Types of Motivation and Academic Achievement of Honor Students from Cavite State University- Imus Campus. Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University Imus Campus. April 2013. Adviser: Ms. Janine Gale Fernandez-Ikan.

This research focused on the academic achievers or honor students and how they aimed to achieve the current status they are in as of now. Participants of this study are the enrolled and recognized academic scholars of Cavite State University-Imus Campus, of which they had been scholars from their first year to their third year, but not necessarily scholars for 8 consecutive semesters.

Motivation is the factor that influence the initiation, direction, intensity, and persistence about behavior (Reeve, 1996). This is the 'drive' of every human being, the reason why people aim to achieve something in all their lives, plainly said. Motivation is important in many contexts: school, home, and the world at large. The key reason that motivation is important to teachers is the well-documented relationship between motivation and academic achievement. Students who are motivated tend to achieve more in school; they stay in school longer, learn more, and perform better on tests.

The Cognitive Evaluation Theory by Deci and Ryan (1985) was adopted as the theoretical framework of the study wherein individuals who experience intrinsic motivation, engage in behaviors they perceive as inherently interesting, satisfying, gratifying, enjoyable, fulfilling, and absorbing. When individuals experience extrinsic

motivation, they engage in behaviors merely because of the objective consequences they might attract, such as tangible rewards or praise.

As such, when one thinks of intrinsic motivation, one would immediately refer to self as the sole factor underlying it, while with extrinsic motivation, several subcategories emerged: such as social, family and rewards/punishment. Thus, in the study, these were utilized as factors affecting a student's motivation.

This study aimed to generate findings on whether the honor students are intrinsically, or extrinsically motivated, and if so, which of the factors between the two has the highest motivational factor, and if there are relationships between their socio-economic status, academic achievement and motivation. Finding the results is indeed very crucial because it can help deepen understanding about student motivation and therefore can be used as information on how to encourage other students: both academic achievers and non-academic achievers,- to persist with their studies for a brighter future.