

Self-Efficacy and Motivation as Predictors of Students' Learning Outcomes Among Elementary Students

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Abstract

This study examined the influence of self-efficacy and motivation on the learning outcomes of Grade 5 and Grade 6 pupils in the Asuncion District, Division of Davao del Norte. Anchored on Bandura's Social Cognitive Theory, Self-Efficacy Theory, Self-Determination Theory, and the Expectancy-Value Theory, the study determined the levels of self-efficacy, motivation, and learning outcomes; examined the relationships among these variables; and identified the domains that significantly predicted students' academic performance. A quantitative descriptive-correlational research design was employed involving 300 Grade 5 and Grade 6 pupils selected through proportionate stratified random sampling. Data were collected using adopted and validated questionnaires measuring self-efficacy and motivation, while students' learning outcomes were obtained from academic performance records. Mean, standard deviation, Pearson's correlation, and multiple regression analysis were used to analyze the data. The findings revealed very high levels of self-efficacy, motivation, and learning outcomes. Significant positive relationships were found between self-efficacy and learning outcomes and between motivation and learning outcomes. Regression analysis showed that belief in personal ability significantly predicted students' learning outcomes, whereas belief that ability grows with effort did not. Among the motivation domains, task value emerged as the only significant predictor of learning outcomes. The study concludes that students' confidence in their abilities and the value they attach to learning tasks contribute substantially to improved academic performance. It recommends strengthening instructional practices and school programs that enhance students' self-efficacy, emphasize the value of learning tasks, and promote meaningful learner engagement. The study supports Sustainable Development Goal 4 (Quality Education) by providing evidence that can help improve learner engagement and academic achievement. It also contributes to educational and socio-economic sustainability by informing instructional practices and school improvement initiatives that promote quality learning outcomes and lifelong learning opportunities.

Keywords: Academic Performance, Elementary Students, Learning Outcomes, Motivation, Self-Efficacy, Task Value

1. Introduction

Students' learning outcomes remain a major concern in education due to persistent disparities in academic achievement, unequal access to educational resources, mental health challenges, and increasing digital distractions that affect learning and engagement (Reardon, 2019; Dvorsky et al., 2020; Rosen et al., 2020). These issues highlight the need to examine learner-related factors that promote academic success. Among these, self-efficacy and motivation have consistently been recognized as essential determinants of students' engagement, persistence, resilience, and overall academic performance (Doménech-Betoret et al., 2020; Ketenci et al., 2020; Ryan & Deci, 2020). This study investigates how self-efficacy and motivation predict the learning outcomes of Grade 5 and Grade 6 pupils in the Asuncion District, Division of Davao del Norte, to provide evidence that may support more effective educational interventions.

1.1 Background of Self-Efficacy, Motivation, and Learning Outcomes among Elementary Students

Learning outcomes are influenced by both personal and environmental factors. Previous studies have also identified teacher performance, instructional practices, classroom climate, and students' learning motivation as important contributors to academic achievement (Amir et al., 2019; Andriani & Rasto, 2019; Hadiyanto, 2016; Supardi, 2013). Persistent achievement gaps associated with socioeconomic disparities, mental health concerns, and digital distractions continue to affect students' academic performance and educational equity (Reardon, 2019; Dvorsky et al., 2020; Rosen et al., 2020). Consequently, understanding learner characteristics that contribute to academic success has become increasingly important. Self-efficacy and motivation are among the most influential factors affecting students' learning outcomes. Students with higher self-efficacy demonstrate stronger academic achievement, greater perseverance, and higher resilience when faced with challenges (Doménech-Betoret et al., 2020; Ketenci et al., 2020). Likewise, motivated learners, particularly those with intrinsic motivation, exhibit greater engagement, effective learning strategies, persistence, and improved academic performance (Ryan & Deci, 2020; Wu, 2019; Urhahne & Wijnia, 2023). These findings emphasize the importance of

strengthening students' confidence in their abilities and sustaining their motivation to improve educational outcomes. Recognizing these relationships, the present study examines the influence of self-efficacy and motivation on the learning outcomes of elementary pupils. By determining the predictive effects of these variables, the study seeks to generate evidence that may guide educational strategies and interventions designed to enhance student learning and academic success.

1.2 Themes and Insights on Self-Efficacy, Motivation, and Learning Outcomes from Related Literature

Existing literature consistently demonstrates that self-efficacy and motivation are significant predictors of students' academic performance. Students with strong self-efficacy are more likely to set challenging goals, apply effective learning strategies, persist despite difficulties, and achieve better academic results (Doménech-Betoret et al., 2020; Ketenci et al., 2020; Olivier et al., 2019). Their confidence encourages continuous effort and resilience throughout the learning process. Similarly, motivation, particularly intrinsic motivation, promotes active engagement, persistence, and meaningful participation in learning activities (Ryan & Deci, 2020; Wu, 2019). Motivated learners invest greater effort in academic tasks, demonstrate stronger commitment to their studies, and are more likely to attain favorable learning outcomes (Urhahne & Wijnia, 2023). Collectively, these studies indicate that fostering both self-efficacy and motivation contributes to improved academic achievement and overall educational success. The present study synthesizes these findings by examining the combined influence of self-efficacy and motivation on students' learning outcomes among Grade 5 and Grade 6 pupils. This integrated perspective provides a more comprehensive understanding of how these learner characteristics contribute to academic performance and supports the development of evidence-based educational practices.

1.3 Global, National, and Local Context of Self-Efficacy, Motivation, and Learning Outcomes among Elementary Students

Research conducted in different educational settings consistently identifies self-efficacy and motivation as important determinants of students' learning outcomes. International studies have shown that self-efficacy enhances academic achievement, persistence, resilience, and effective learning strategies, while motivation strengthens students' engagement and commitment to learning (Doménech-Betoret et al., 2020; Ketenci et al., 2020; Ryan & Deci, 2020; Wu, 2019; Urhahne & Wijnia, 2023). At the national and local levels, understanding these learner characteristics is equally important in improving educational quality. Studies conducted in Indonesia similarly reported that teacher characteristics, classroom practices, and learner motivation significantly influence students' academic achievement across different educational settings (Ilham et al., 2018; Manullang, 2017). Although previous studies such as Baber (2020), Al-Shammari (2011), and Taurina (2015) examined students' learning outcomes, satisfaction, and motivation, they were conducted in different educational contexts and populations. These findings highlight the need to examine the relationship between self-efficacy, motivation, and learning outcomes within the Philippine elementary education context, particularly among Grade 5 and Grade 6 pupils in the Asuncion District, Division of Davao del Norte. Examining these variables within the local setting provides evidence that can support context-specific educational interventions and strengthen learners' academic performance.

1.4 Theoretical and Conceptual Foundations of Self-Efficacy, Motivation, and Learning Outcomes

This study is anchored on Albert Bandura's Social Cognitive Theory (1970), which explains that self-efficacy influences individuals' beliefs in their capability to accomplish specific tasks and attain desired goals. According to the theory, self-efficacy develops through mastery experiences, vicarious experiences, social persuasion, and physiological or emotional states. Learners with stronger self-efficacy are more likely to participate actively in learning, set challenging goals, persist despite setbacks, and achieve better learning outcomes. The study is likewise grounded in the Self-Determination Theory (SDT) of Edward Deci and Richard Ryan (1985), which emphasizes that motivation develops when the psychological needs for autonomy, competence, and relatedness are fulfilled. The theory distinguishes intrinsic motivation from extrinsic motivation and explains that students who experience autonomy, competence, and meaningful social relationships demonstrate greater engagement, persistence, and academic achievement. Furthermore, the study adopts Albert Bandura's Self-Efficacy Theory (1997), which emphasizes that self-efficacy beliefs are shaped by previous experiences, social and cultural influences, and physiological and emotional conditions. Students with high self-efficacy demonstrate greater confidence, stronger motivation, sustained effort, and improved academic performance, whereas students with lower self-efficacy are more likely to avoid challenges and experience poorer academic outcomes. The study is also supported by the Expectancy-Value Theory (EVT) developed by Jacquelynne Eccles and Allan Wigfield during the 1980s. The theory proposes that students' motivation depends on their expectations for success and the value they assign to academic tasks. Learners are more motivated when they believe they can succeed and perceive learning activities as meaningful and worthwhile. Teachers contribute to this process by providing constructive feedback, strengthening students' confidence, and establishing challenging yet attainable academic expectations. Guided by these theoretical perspectives, the study examines two independent variables—self-efficacy and motivation—as predictors of students' learning outcomes. Self-efficacy is measured through belief in personal ability and belief that ability grows with effort. Motivation is examined through control of learning beliefs, task value, instructor support, and social engagement based on Fowler (2007). These

variables are analyzed in relation to students' learning outcomes, measured through their first- and second-grade academic performance, to determine how learners' beliefs and motivation contribute to academic achievement.

1.5 Research Gaps and Rationale for Examining Self-Efficacy and Motivation as Predictors of Learning Outcomes among Elementary Students

Although previous studies have established the importance of self-efficacy, motivation, and learning outcomes, limited research has examined these variables simultaneously within the local elementary education context. Existing studies, including Baber (2020), Al-Shammari (2011), and Taurina (2015), investigated students' learning outcomes, satisfaction, and motivation using different populations and research settings. However, these studies were conducted in global and national contexts and did not specifically examine Grade 5 and Grade 6 pupils in the Asuncion District, Division of Davao del Norte. To address this gap, the present study investigates self-efficacy and motivation as predictors of students' learning outcomes among elementary pupils. Specifically, it determines the levels of self-efficacy in terms of belief in personal ability and belief that ability grows with effort, motivation in terms of control of learning beliefs, task value, instructor support, and social engagement, and students' learning outcomes based on their academic performance. It also examines the significant relationships between self-efficacy and learning outcomes, motivation and learning outcomes, and identifies the domains that best predict students' learning outcomes. Through this approach, the study provides localized evidence that may strengthen educational interventions and instructional practices within the Division of Davao del Norte.

1.6 Alignment of the Study with Sustainable Development Goal (SDG) 4: Quality Education

This study primarily supports SDG 4 – Quality Education by generating evidence on learner-related factors that influence academic achievement and educational quality. By examining how self-efficacy and motivation contribute to students' learning outcomes, the study provides information that may assist educational leaders, school administrators, and teachers in developing interventions that promote learner engagement, academic success, and improved educational outcomes. These objectives are consistent with the pursuit of inclusive, equitable, and quality education reflected throughout the study.

1.7 Importance of the Study to Educational and Socio-Economic Sustainability

The study contributes principally to educational sustainability by providing empirical evidence that may strengthen teaching practices, learner support, and school improvement initiatives. Previous studies likewise demonstrated that effective teacher performance, supportive learning environments, and sustained student motivation contribute to improved learning outcomes (Supardi, 2013; Amir et al., 2019; Manullang, 2017). Understanding the predictive roles of self-efficacy and motivation enables educators to design instructional strategies that encourage students' confidence, persistence, engagement, and academic success. The findings may also contribute to socio-economic sustainability by supporting improvements in educational outcomes that help learners develop competencies necessary for lifelong learning and future opportunities. For the Department of Education, the findings may inform curriculum enhancement and learner-centered educational programs. School administrators may use the results to develop professional development activities that strengthen teachers' capacity to motivate learners and improve instructional effectiveness. Likewise, students may benefit through greater awareness of their learning behaviors, while parents and other stakeholders may better understand their roles in supporting quality education. Collectively, these contributions reinforce collaborative efforts toward sustaining effective educational systems and improving learner outcomes.

2. Material and methods

2.1 Research Design

The study adopted a quantitative descriptive-correlational research design to determine the levels of self-efficacy, motivation, and students' learning outcomes, as well as the relationships and predictive effects among these variables. Quantitative research generates statistical data to answer research problems (Barnham, 2015), while descriptive research describes the characteristics of a population without explaining why they occur (Leedy & Ormrod, 2005; Pamaran & Pamaran, 2013). The correlational component examined the degree of association among self-efficacy, motivation, and learning outcomes in their natural setting (Collado-Mateo et al., 2017). This design was appropriate because it enabled the researcher to measure the study variables using adapted questionnaires and determine their statistical relationships and predictive influence on students' learning outcomes.

2.2 Locale of the Study

The study was conducted in the Department of Education, Division of Davao del Norte, specifically in the Asuncion District. The locale was selected because it has a large population of enrolled elementary pupils and teachers, providing an appropriate setting for examining self-efficacy, motivation, and learning outcomes. The division is also recognized for implementing Department of Education programs and protocols, making it suitable for investigating factors that contribute to quality education. Furthermore, the district represents learners with diverse socioeconomic and demographic

backgrounds, providing a meaningful context for examining variations in students' learning experiences and academic outcomes.

2.3 Respondents of the Study

The respondents were Grade 5 and Grade 6 pupils enrolled in selected public elementary schools in the Asuncion District, Division of Davao del Norte. Eligible participants were regular pupils aged 11–13 years, enrolled in regular or fast learner classes, regardless of sex, and willing to participate in the study. Pupils who did not meet these criteria or who chose to withdraw at any stage of the research were excluded. Participation remained voluntary throughout the study, and respondents were allowed to discontinue their involvement without any penalty or disadvantage.

2.4 Sample and Sampling Procedure

The study employed proportionate stratified random sampling to obtain a representative sample of Grade 5 and Grade 6 pupils from selected public elementary schools in the Asuncion District, Division of Davao del Norte. Lists of eligible pupils were prepared by designated non-teaching school personnel using official enrollment records. Each qualified pupil was assigned a unique Study ID, and participants were selected through randomized procedures until the required sample size was achieved. If an invited participant declined or could not be contacted after three attempts, the next eligible pupil on the randomized list was selected to maintain the representativeness of the sample. Permission to conduct the study was obtained from the Schools Division Superintendent and participating school principals before respondent selection. A total of 300 pupils participated in the study. The sampling procedure ensured that the sample adequately represented the target population while minimizing selection bias and maintaining voluntary participation throughout the research process. The use of stratified random sampling was appropriate because it accounts for important population characteristics and improves sample representativeness (Hayes, 2023).

2.5 Research Instrument

Data were collected using adopted questionnaires measuring students' learning outcomes, self-efficacy, and motivation. The instrument for students' learning outcomes was adapted from Patel et al. (2013), the self-efficacy instrument from Nie et al. (2012), and the motivation instrument from Fowler (2007). The questionnaires were reviewed by the panel of examiners to establish content and construct validity, ensuring clarity, organization, suitability, adequacy, objectivity, and reliability. The instruments were likewise pilot-tested among 30 participants after obtaining approval from the University of Mindanao Research Ethics Committee. Self-efficacy was measured using two indicators: belief in personal ability and belief that ability grows with effort. Motivation was measured through control of learning beliefs, task value, instructor support, and social engagement. Students' learning outcomes were assessed using their academic performance records. Standard interpretation scales were employed to classify the levels of self-efficacy, motivation, and learning outcomes, allowing consistent interpretation of the collected data.

2.6 Data Gathering Procedure

Before data collection, the researcher secured approval from the Panel of Examiners, the Dean of the Graduate School, the University of Mindanao Research Ethics Committee (UMERC), the Schools Division Superintendent of Davao del Norte, and the participating school principals. Eligible respondents and their parents or guardians were informed of the study's purpose, procedures, potential risks, and expected benefits before voluntary participation. Following the necessary approvals, the researcher personally administered the adapted questionnaires to the selected respondents after providing orientation and instructions for completing the instruments. The accomplished questionnaires were collected immediately after completion and checked for completeness and accuracy. The gathered data were organized, coded, and tabulated for statistical analysis. Data collection was conducted from February to April 2024 following the approved research procedures and ethical standards.

2.7 Data Analysis Techniques

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Mean and standard deviation were used to determine the levels of self-efficacy, motivation, and students' learning outcomes and to describe the distribution of respondents' responses. Pearson's r was employed to determine the significant relationships between self-efficacy, motivation, and students' learning outcomes. Multiple regression analysis was used to identify the predictive influence of self-efficacy and motivation on students' learning outcomes and to determine which domains significantly predicted academic performance. These statistical procedures enabled the study to address its objectives and examine the relationships among the variables using quantitative evidence.

2.8 Ethical Considerations

The study strictly complied with established ethical standards throughout the research process. Ethical approval was obtained from the University of Mindanao Research Ethics Committee (UMERC) before data collection, followed by permission from the Schools Division Superintendent of Davao del Norte and the participating school principals. Ethical considerations were guided by the principle that research must protect the rights, welfare, dignity, and privacy of

participants (Silverman, 2016). Participation was entirely voluntary. Since the respondents were minors, written parental or guardian consent and the child's assent were obtained before participation. Respondents received age-appropriate explanations of the study's objectives, procedures, potential risks, and benefits and were informed of their right to refuse participation or withdraw at any stage without penalty. Teachers were not involved in participant recruitment or data collection to avoid coercion or undue influence. Participant confidentiality and privacy were protected through the use of unique Study IDs, de-identification of academic records, secure storage of research data, and restricted access to all research documents. Consent and assent forms were stored separately from research data in compliance with the Data Privacy Act of 2012 (RA 10173). Research records were retained only for the prescribed period and securely disposed of after completion of the study. Potential risks to participants were minimal and limited primarily to possible fatigue or mild emotional discomfort while answering the questionnaires. Appropriate safeguards, including voluntary participation, the option to skip questions or withdraw, reasonable data collection periods, and referral to appropriate school personnel when necessary, were implemented to minimize these risks. Modest, non-coercive tokens of appreciation were provided regardless of participants' completion of the study. The researcher maintained academic integrity by properly acknowledging all sources through appropriate citations, subjecting the manuscript to plagiarism detection, and ensuring that all data were collected, analyzed, and reported truthfully. Fabrication, falsification, plagiarism, misrepresentation of findings, and conflicts of interest were avoided through transparent research procedures, careful data verification, objective reporting, and full disclosure of any potential conflicts. Authorship was limited to individuals who made substantial scholarly contributions to the study, and all research activities were conducted honestly, transparently, and in accordance with institutional ethical requirements.

3. Results and Discussion

3.1 Levels of the Study Variables

3.1.1 Self-Efficacy among Elementary Students

The findings revealed that the respondents demonstrated a very high level of self-efficacy. Both indicators, belief in personal ability and belief that ability grows with effort, were rated very high, with belief in personal ability obtaining the higher mean. Overall, the results indicate that the pupils consistently possess strong confidence in their ability to accomplish academic tasks and believe that sustained effort contributes to improved performance. The findings suggest that learners who possess strong confidence in their academic capabilities are more willing to participate actively in learning, persist despite challenges, and employ effective learning strategies. These results indicate that students with high self-efficacy demonstrate greater persistence and academic engagement. Likewise, the findings are consistent with Doménech-Betoret et al. (2020), who reported that learners who believe in their abilities and recognize the value of effort develop positive learning habits and achieve better academic performance.

3.1.2 Motivation among Elementary Students

The respondents also exhibited a very high level of motivation. Teacher support recorded the highest rating, followed by control of learning beliefs and task value, while social engagement received the lowest mean despite remaining within the very high category. Overall, the results indicate that the pupils consistently demonstrate strong motivation toward their academic activities and perceive substantial support from their teachers. The findings indicate that a supportive learning environment, positive beliefs about learning, and meaningful academic tasks strengthen students' motivation and encourage active participation in classroom activities. These findings agree with Andriani and Rasto (2019), who emphasized that learning motivation is a key determinant of students' academic performance, and with Suprihatin (2015), who highlighted the important role of teachers in fostering students' motivation. These results are consistent with the Self-Determination Theory of Edward Deci and Richard Ryan (1985), which emphasizes that learners become more motivated when their needs for autonomy, competence, and relatedness are satisfied. The findings also reinforce previous studies showing that positive teacher support, meaningful learning experiences, and strong learner engagement contribute to higher levels of motivation and improved academic performance.

3.1.3 Students' Learning Outcomes

The findings showed that the respondents attained a very high level of learning outcomes, indicating outstanding academic performance based on their recorded grades. The consistently high academic performance suggests that the respondents generally achieved favorable learning outcomes across the measured grading periods. The results indicate that students' strong self-efficacy and motivation are reflected in their positive academic performance. High confidence in one's abilities, together with sustained motivation and meaningful engagement in learning activities, promotes persistence and effective learning behaviors that contribute to improved educational outcomes. These findings are consistent with the theoretical foundations of the study, which emphasize that learners who believe in their capabilities and remain motivated are more likely to achieve academic success.

3.2 Relationships between the Study Variables

3.2.1 Relationship between Self-Efficacy and Students' Learning Outcomes

The findings revealed a significant positive relationship between self-efficacy and students' learning outcomes. Both indicators of self-efficacy—belief in personal ability and belief that ability grows with effort—were positively associated with academic performance, indicating that pupils with higher levels of self-efficacy tended to achieve better learning outcomes. The results support the rejection of the null hypothesis regarding the relationship between self-efficacy and students' learning outcomes. The results indicate that students who believe in their academic capabilities are more likely to remain persistent, overcome learning challenges, and perform better in school. These findings are consistent with the work of Doménech-Betoret et al. (2020) and Ketenci et al. (2020), who reported that higher self-efficacy contributes to improved academic achievement, resilience, and persistence. Likewise, Olivier et al. (2019) emphasized that students with stronger self-efficacy establish more challenging goals and apply more effective learning strategies, resulting in better academic performance.

3.2.2 Relationship between Motivation and Students' Learning Outcomes

The findings also showed a significant positive relationship between motivation and students' learning outcomes. The indicators of motivation—control of learning beliefs, task value, instructor support, and social engagement—were significantly associated with academic performance, indicating that highly motivated pupils consistently attained better learning outcomes. Consequently, the null hypothesis regarding the relationship between motivation and students' learning outcomes was likewise rejected. The findings suggest that motivated learners are more engaged, persistent, and committed to accomplishing academic tasks, resulting in improved learning outcomes. These results support the Self-Determination Theory of Edward Deci and Richard Ryan (1985), which explains that fulfilling learners' needs for autonomy, competence, and relatedness promotes intrinsic motivation and academic success. Similarly, Ryan & Deci (2020), Wu (2019), and Urhahne & Wijnia (2023) reported that motivated students demonstrate stronger engagement, effective learning strategies, and greater persistence, all of which contribute to higher academic achievement.

3.3 Predictors of Students' Learning Outcomes

3.3.1 Self-Efficacy as a Predictor of Students' Learning Outcomes

The regression analysis showed that self-efficacy significantly predicted students' learning outcomes. Collectively, the two self-efficacy indicators explained 4.9% of the variance in learning outcomes, and the regression model was statistically significant. Among the predictors, belief in personal ability significantly predicted students' learning outcomes, whereas belief that ability grows with effort did not demonstrate a significant independent effect when both variables were analyzed simultaneously. The findings indicate that students' confidence in their personal abilities contributes more directly to academic achievement than effort-based beliefs alone. These results are consistent with Ryan and Deci (2020) and Urhahne and Wijnia (2023), who emphasized that psychological factors generally produce small to moderate effects on educational outcomes. Similarly, Tang et al. (2022) and Meng and Zhang (2023) explained that efficacy-related beliefs influence achievement both directly and indirectly through learner engagement. The stronger predictive influence of belief in personal ability also agrees with Greco et al. (2021) and Saks (2024), whereas the nonsignificant effect of effort-growth beliefs is consistent with Wise Younger et al. (2023), who reported that growth-oriented beliefs often require supportive learning conditions before producing measurable improvements in academic performance.

3.3.2 Motivation as a Predictor of Students' Learning Outcomes

The regression analysis further revealed that motivation significantly predicted students' learning outcomes. The four motivation indicators collectively explained 9.2% of the variance in academic performance, with the overall regression model reaching statistical significance. Among the motivation domains, task value emerged as the only significant predictor of students' learning outcomes, while control of learning beliefs, teacher support, and social engagement did not show significant independent effects after controlling for the other variables. The findings suggest that students perform better when they perceive academic tasks as meaningful and worthwhile. Similar findings were reported by Kurniawan et al. (2017), Lena et al. (2019), and Sulfemi and Minati (2018), who found that appropriate instructional strategies and meaningful learning experiences improve students' academic achievement and learning outcomes. This result supports Huang (2023), who identified task value as one of the strongest predictors of academic achievement within the expectancy-value framework. Likewise, Schunk and DiBenedetto (2020) emphasized that valuing academic tasks promotes persistence and stronger performance more effectively than control beliefs alone. Although teacher support and social engagement were not significant direct predictors, Liu et al. (2021) and Gillet et al. (2022) explained that these factors strengthen achievement indirectly by enhancing classroom engagement, participation, and persistence. These findings indicate that increasing students' appreciation of the value of learning tasks, while maintaining supportive instructional practices and positive classroom interactions, may further enhance students' learning outcomes.

4. Conclusion & Recommendations

The study established that self-efficacy and motivation significantly influence the learning outcomes of Grade 5 and Grade 6 pupils in the Asuncion District, Division of Davao del Norte. The respondents demonstrated very high levels of self-efficacy, motivation, and learning outcomes. Among the self-efficacy indicators, belief in personal ability significantly predicted students' learning outcomes, while belief that ability grows with effort did not. Among the motivation indicators, task value emerged as the strongest significant predictor, whereas control of learning beliefs, teacher support, and social engagement did not independently predict learning outcomes. Overall, the findings indicate that students' confidence in their abilities and the value they attach to learning tasks contribute substantially to improved academic performance.

School administrators and teachers are encouraged to implement programs and instructional practices that strengthen students' belief in their personal abilities and enhance the value they place on academic tasks. Learning experiences should be designed to increase students' engagement, confidence, and appreciation of meaningful learning activities while maintaining supportive classroom environments. The Department of Education and school leaders may use the findings to enhance instructional programs and teacher development initiatives that promote students' academic success. Future researchers are encouraged to replicate the study in different educational settings, grade levels, and populations and to examine additional factors that may influence students' learning outcomes.

The study was limited to Grade 5 and Grade 6 pupils from selected public elementary schools in the Asuncion District, Division of Davao del Norte. It focused only on self-efficacy and motivation as predictors of students' learning outcomes using a quantitative descriptive-correlational design and adapted questionnaires. Consequently, the findings are specific to the study participants and setting, indicating the need for future studies involving different populations, educational contexts, and additional variables that may influence students' learning outcomes.

Compliance with ethical standards

This study was conducted in accordance with institutional ethical requirements and approved research procedures. The researcher obtained ethical approval before data collection and ensured that participation was voluntary. Written parental or guardian consent and child assent were obtained because the respondents were minors. The researcher protected the rights, dignity, privacy, and confidentiality of all participants through appropriate safeguards, secure data management, and compliance with the Data Privacy Act of 2012 (RA 10173). The study was conducted with honesty, transparency, and academic integrity throughout the data collection, analysis, reporting, and authorship processes.

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