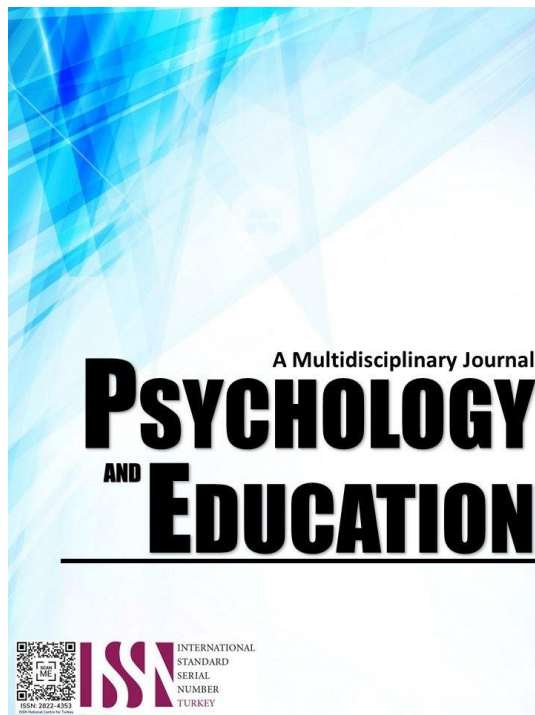


**CULTURAL DIVERSITY, MOTIVATION AND ACADEMIC PERFORMANCE
OF SENIOR HIGH SCHOOL STUDENTS IN MINDANAO STATE
UNIVERSITY-MAIGO SCHOOL OF ARTS AND TRADES**



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Cultural Diversity, Motivation and Academic Performance of Senior High School Students in Mindanao State University-Maigo School Of Arts and Trades

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Abstract

The research explored the correlation among cultural diversity, motivation, and academic performance among senior high school students enrolled at MSU-Maigo School of Arts and Trades during the Academic Year 2022-2023. The study included a total of 205 participants from the twelfth grade of the Senior High School Department. Specifically, it sought answers to the questions related to the social categorization perspective, information/decision-making perspective, intrinsic motivation, and extrinsic motivation. The study employed a correlational research design, utilizing an adopted and modified survey questionnaire and interview questions to gather the desired data. The collected data were analyzed and interpreted using frequency and percentage distribution, weighted mean agreement, and chi-square. The study uncovered several key findings: 1. Students tend to form groups based on commonalities and enjoy collaborating within these groups, as indicated by the social categorization perspective. 2. Students exhibit both intrinsic and extrinsic motivation towards academic activities, deriving enjoyment and satisfaction from their studies while also valuing good scores for personal and academic growth, as well as recognizing the importance of external rewards and recognition. 3. A significant proportion of students (56.10%) achieved high grades within the range of 90–100, suggesting a notable number of high achievers among the participants. 4. Contrary to expectations, the research revealed no significant relationship between cultural diversity and the academic performance of senior high school students. Despite positive perceptions of cultural diversity, it does not seem to influence the overall academic outcomes of the students in this study. 5. Additionally, the study found no significant relationship between motivation (both intrinsic and extrinsic) and the academic performance of senior high school students. This implies that while students are motivated for various reasons, this motivation does not necessarily translate into a discernible impact on their academic achievements.

Keywords: *students' motivation, cultural diversity, academic performance*

Introduction

The study explores the multifaceted impact of cultural diversity and motivation on team dynamics, academic performance, and educational environments. It underscores how cultural diversity fosters inclusivity, open communication, and innovation within teams, leading to enhanced creativity and problem-solving abilities.

The categorization-elaboration model (CEM) is presented as a framework aimed at comprehending the beneficial impacts of diversity, highlighting its significance in fostering group creativity and individual innovation.

Transitioning to motivation, the study delves into intrinsic and extrinsic motivation, highlighting their influence on individuals' engagement and performance. Moreover, the study explores the correlation between cultural diversity, student satisfaction, and academic performance, underlining the necessity of cultivating inclusive learning environments in educational institutions such as Mindanao State University-Maigo School of Arts and Trades.

The research study conducted at MSU-MSAT aims to investigate the relationship between cultural diversity, motivation, and academic performance among grade 12 Senior High School students. By providing valuable insights, the study seeks to contribute to the promotion of inclusive education and student success. Through collaboration with experts and professionals, the researchers aim to generate outcomes beneficial for individuals from culturally diverse backgrounds and support the institution's commitment to inclusive education.

Research Questions

The main objective of this study was to investigate the correlation between Cultural Diversity, Motivation, and Academic Performance among Senior High School Students at Mindanao State University-Maigo School of Arts and Trades for the Academic Year 2022-2023. It aimed to address the following research questions:

1. What is the effect of cultural diversity in terms of the social categorization perspective and information/decision-making perspective of Senior High School students?
2. What is the level of motivation among students in terms of intrinsic and extrinsic factors?
3. What is the academic performance of Senior High School students in their general average for the first semester of the Academic Year 2022-2023?
4. Is there a significant relationship between cultural diversity and motivation concerning the academic performance of Senior

High School students?

Methodology

This study utilized a correlational research design to explore the association between cultural diversity, motivation, and academic performance among Senior High School students enrolled at Mindanao State University-Maigo School of Arts and Trades. The research was conducted with 205 grade twelve students from various strands during the academic year 2022-2023, utilizing purposive sampling to target specific characteristics relevant to the study. Data collection involved the use of questionnaires and interviews. The questionnaire measured cultural diversity and motivation perspectives, adapted from previous studies, while interviews provided deeper insights into students' perceptions. The instruments were finalized with input from the thesis adviser and approved by relevant authorities before distribution to respondents. Questionnaires were administered to all 205 students, while interviews were conducted with a subset of ten respondents. After data collection, statistical analysis and thematic analysis were performed. Academic performance data for the same academic year were obtained from the registrar's office. The study procedure ensured sufficient time for respondents to complete the survey, and appropriate measures were taken to maintain confidentiality and obtain consent.

Results and Discussion

Level of the Effect of Cultural Diversity

Table 1 presents the findings of a study on cultural diversity's impact among senior high school students in terms of the Social Categorization Perspective. Responses were rated on a scale of 1 to 4, with corresponding descriptions and weighted mean averages (WMAs).

The results indicate high agreement among students regarding self-categorization and affinity towards similar groups (Statements 1 and 2), with WMAs of 2.97 and 2.85, respectively. While Statement 3 suggests disagreement regarding subgroup conflicts, the WMA is moderate at 2.43. Statement 4 strongly agrees that students prefer comfortable work environments, with a WMA of 3.49. Statements 5 and 6 show willingness to collaborate with friend groups and out-group members, with WMAs of 3.18 and 3.26. Statements 7 to 10 underscore a preference for grouping based on cognitive abilities, beliefs, and culture, with WMAs ranging from 2.83 to 3.26.

These findings imply that students generally perceive cultural diversity positively, valuing collaboration with diverse groups and believing it enhances creativity, innovation, and problem-solving. Despite potential conflicts, there's a strong belief in diverse perspectives' ability to enrich learning and skills. In line with prior research, cultural diversity fosters a broader range of ideas, enhancing individual creativity and offering unique contributions to group dynamics (Paulus, 2016; Ahmed et al., 2016; Wang, Guo, & Degol, 2019).

In interviews, respondents highlighted the positive impact of cultural diversity on information and decision-making perspectives, emphasizing the value of diverse insights and collaborative decision-making processes. They emphasized the importance of shared perceptions and ideas in decision-making, leading to more robust outcomes through collective input.

Table 1. *Level of the Effect of Cultural Diversity in terms of Social Categorization Perspective of Senior High School Students*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Strongly Agree	Very true to me	518	25.27
Agree	True to me	1046	51.22
Disagree	Not true to me	429	20.93
Strongly Disagree	Very not true to me	57	2.78
Total		2050	100

Information/Decision-Making Perspective.

Table 2 displays data on the information/decision-making perspective among senior high school students. Results indicate strong beliefs in the benefits of diversity, with WMAs ranging from 3.15 to 3.37 for statements 1 to 5. Students recognize the value of diverse groups in fostering broader knowledge, special skills, creative ideas, and academic performance. Additionally, there's agreement (WMA 3.15) that groups should prioritize thoughtful task completion over choosing the easiest option (Statement 6).

Regarding conflict and solution-seeking, Statements 7 and 8 show generally high agreement (WMAs of 2.96 and 3.29), suggesting recognition of the need to address potential conflicts and explore diverse solutions. Statements 9 and 10 underscore the belief that diverse information and perspectives enhance comprehensive skills and introduce valuable viewpoints, both with a WMA of 3.37. Overall, respondents perceive diversity positively, recognizing its role in fostering creativity, innovation, critical thinking, and inclusive decision-making. This aligns with the categorization-elaboration model (CEM), which suggests that integrating diverse information and perspectives stimulates creative thinking (Ding & Riccucci, 2022).

In interviews, respondents emphasized the importance of diverse groups in decision-making, highlighting the value of companionship and the influence of diverse perspectives on behavior. They underscored unity as essential, indicating a recognition of the benefits of collaboration and diverse viewpoints in navigating life's decisions.

Table 2. *Level of the Effect of Cultural Diversity in terms of Information /Decision-Making Perspective of Senior High School Students*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Strongly Agree	Very true to me	698	34.05
Agree	True to me	1171	57.12
Disagree	Not true to me	175	8.54
Strongly Disagree	Very not true to me	6	0.3
Total		2050	100

Intrinsic motivation.

Table 3 presents data on students' levels of intrinsic motivation. The findings indicate that students generally exhibit high levels of intrinsic motivation, deriving enjoyment and satisfaction from academic activities. Statements such as "I really like going to class" (WMA: 3.15) and "I find school to be enjoyable and stimulating" (WMA: 3.14) reflect positive attitudes towards school.

Moreover, students value academic success, as evidenced by the agreement with statements like "Because I believe that having a good score will help me excel in class" (WMA: 3.32) and "I feel satisfied and joyful when I get a high score" (WMA: 3.61). Additionally, students express a desire for personal growth and accomplishment, as seen in statements like "I am motivated to work hard in class so that I can experience a sense of accomplishment" (WMA: 3.44). However, there are indications of a potential shift in motivation, with some students questioning the worth of effort in attending school. Nonetheless, intrinsic motivation remains a significant driving force for students' academic engagement and success.

Research suggests that educators play a crucial role in fostering intrinsic motivation among students by designing learning experiences that are personally meaningful and supportive of student success (Wang et al., 2019). Motivation is recognized as a key determinant of academic achievement, energizing and directing behavior towards goal attainment (Steinmayr, 2019).

In interviews, respondents expressed a desire for personal fulfillment and intrinsic satisfaction in their academic pursuits, highlighting the importance of internal motivation over external validation. Additionally, competitiveness serves as a motivating factor for some students, propelling them towards academic success.

Table 3. *Level of motivation of students in terms of intrinsic*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Strongly Agree	Very true to me	826	40.30
Agree	True to me	1056	51.51
Disagree	Not true to me	153	7.46
Strongly Disagree	Very not true to me	15	0.73
Strongly Agree		Very true to me	826

Extrinsic motivation.

Table 4 displays data on students' levels of extrinsic motivation. The findings suggest that students are motivated extrinsically, seeking external rewards and recognition for their academic efforts. Statements such as "I want to do well in my studies to receive a reward" (WMA: 3.34) and "I keep going to school because my studies enable me to keep learning a lot of things which interest me" (WMA: 3.38) reflect a desire for external validation and continuous learning.

Moreover, students express motivation for participation and collaboration in class, driven by the prospect of achieving high grades and making better decisions (WMA range: 3.19 to 3.36). However, there are indications of a potential shift in motivation, with some students questioning the worth of the effort in attending school (WMA: 2.86). Overall, extrinsic motivation plays a significant role in driving students' engagement and performance in academic tasks, with rewards serving as positive reinforcement for desired behaviors (Adamma, Ekwutosim, & Unamba, 2018).

In interviews, respondents highlighted the challenges of maintaining academic achievement and the pressure from peers and family expectations. They also recognized the positive impact of intrinsic motivation in proving one's capabilities to others. Additionally, some students acknowledged the potential for laziness in the absence of external rewards, emphasizing the importance of incentives in motivating academic efforts.

Table 4. *Level of motivation of students in terms of extrinsic*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Strongly Agree	Very true to me	760	37.07
Agree	True to me	1058	51.61
Disagree	Not true to me	207	10.11



Strongly Disagree	Very not true to me	25	1.22
Total		2050	100

Table 5 illustrates the distribution of students' general averages (GA). The majority, 56.10% (115 students), fall within the 90-100 range, followed by 34.15% (70 students) in the 85-89 range. Additionally, 7.80% (16 students) have GA scores between 80-84, and 1.95% (4 students) fall within the 75-79 range. Notably, no students have a GA below 75. Academic performance is assessed based on overall performance in tests, coursework, and examinations, culminating in a grade average (Jayanthi et al., 2014).

In interviews, respondents shared insights into how exposure to cultural diversity influences their motivation to excel academically. While cultural diversity may not directly impact their major subjects, it contributes positively to their overall academic experience. Interacting with diverse cultures fosters excitement and joy, driving them to learn more and apply insights gained from different backgrounds to their own lives. Nevertheless, respondents highlighted that their academic performance is primarily influenced by personal goals rather than cultural diversity. They emphasized that achieving these goals leads to a sense of fulfillment and happiness, irrespective of external factors such as cultural diversity.

Table 5. *The academic performance of senior high school students was evaluated based on their general average for the first semester of the Academic Year 2022-2023.*

Descriptor	Grading Scale	Number of Students	Percent (%)
Outstanding	90-100	115	56.10
Very Satisfactory	85-89	70	34.15
Satisfactory	80-84	16	7.80
Fairly Satisfactory	75-79	4	1.95
Did Not Meet Expectation	Below 75	0	0.00
TOTAL		205	100.00

Table 6 presents a hypothesis test conducted to investigate the relationship between cultural diversity and the academic performance of senior high school students.

The null hypothesis (H0) posits that there is no significant relationship between cultural diversity and academic performance, suggesting that variations in cultural diversity do not impact students' academic achievements noticeably.

To evaluate this hypothesis, a chi-square test was performed using the data provided in Table 6. The computed chi-square value of 5.245 was compared to the critical value derived from the chi-square distribution, considering a significance level of five percent and six degrees of freedom.

The comparison indicated that the computed chi-square value (5.245) was lower than the critical value. Consequently, the null hypothesis was accepted. This outcome suggests that there is insufficient evidence to conclude that cultural diversity significantly affects the academic performance of senior high school students.

Based on the results of the hypothesis test, it can be inferred that cultural diversity does not possess a statistically significant relationship with the academic performance of senior high school students within the scope of the study.

Table 6. *Significant relationship between cultural diversity on the academic performance of Senior high school students*

		Cultural Diversity			Total
		2	3	4	
Academic Performance of the SHS Students	FS	0	4	0	4
	O	1	98	16	115
	S	0	14	2	16
	VS	1	66	3	70
Total		2	182	21	205
χ^2	p	df	CV	Result	
5.245	0.05	6	12.5	Accept H0	

Table 7 illustrates a hypothesis test conducted to explore the relationship between motivation and academic performance among senior high school students.

The null hypothesis (H0) states that there is no significant relationship between motivation and academic performance, indicating that motivation does not exert a measurable impact on students' academic achievement.

To assess this hypothesis, a chi-square () test was conducted using the data provided in Table 7. The computed chi-square value of 3.973 was compared to the critical value derived from the chi-square distribution at a significance level of five percent and six degrees of freedom.

As the computed chi-square value (3.973) was found to be less than the critical value, the null hypothesis was accepted. This suggests that there is insufficient evidence to conclude that motivation has a significant relationship with the academic performance of senior high school students. Therefore, based on the outcomes of the test, it can be concluded that motivation does not significantly influence academic performance among the students in the study.

Table 7. *Significant relationship between motivation on the academic performance of Senior high school students*

		Motivation			Total
		2	3	4	
Academic Performance of the SHS Students	FS	0	2	2	4
	O	2	85	28	115
	S	0	11	5	16
	V	0	47	23	70
	S				
Total		2	2	145	58
χ^2	ρ	df	CV	Result	
3.973	0.05	6	12.5	Accept	
			92	H0	

Conclusions

Based on the findings of the study, the following conclusions were drawn: (1) The Social Categorization Perspective shows that high school students prefer to form groups based on commonalities and enjoy working well with those groups. They don't appear to agree much on how smaller sub-groups cause problems. Surprisingly, students are willing to collaborate with peers from various groups. They also prefer to form groupings based on people's intelligence, beliefs, and culture, and they generally agree on this. In essence, it's a bit complicated, but different social aspects influence how students' group and interact. (2) Students demonstrate a dual motivation, both intrinsic and extrinsic, toward academic activities. They find enjoyment and satisfaction in their studies, value good scores for personal and academic growth, and recognize the importance of external rewards and recognition. This multifaceted motivation underscores the complexity of factors that drive student engagement in academics. (3) Analysis of the academic performance of senior high school students in the first semester of Academic Year 2022-2023 reveals a distribution across various general average ranges. A significant portion of students (56.10%) falls within the range of 90–100, suggesting a notable proportion of high achievers. (4) The research findings indicate no significant relationship between cultural diversity and the academic performance of senior high school students. Despite the positive perceptions of cultural diversity, it does not appear to impact the overall academic outcomes of the students in this study.

Based on the findings and conclusions, the following recommendations were formulated: (1) Educational Institutions should implement a Cultural Diversity Week where students showcase their cultural heritage through presentations, performances, and interactive sessions. Organize workshops on cross-cultural communication to enhance collaboration skills and promote understanding among students from diverse backgrounds. (2) Teachers and school administrators provide professional development sessions for teachers on diverse teaching methods and encourage the creation of an extrinsic reward system to recognize students' achievements by integrating project-based learning activities that allow students to explore subjects with a cultural context, fostering intrinsic motivation. (3) Conduct seminars for parents and guardians emphasizing the importance of cultivating a love for learning, and collaborate on extracurricular activities that go beyond academic performance by establishing a Parent-Teacher Association (PTA) committee focused on promoting the value of holistic education. (4) Education researchers should collaborate with schools to gather qualitative data on students' experiences and perceptions, providing a deeper understanding of the relationship between cultural diversity, motivation, and academic outcomes by conducting a comprehensive follow-up study to delve into specific elements of cultural diversity that may impact academic performance. (5) Skills-Based Education practical applications of knowledge, which might positively influence academic performance regardless of cultural diversity or motivation levels. By implementing a skills-based education approach, it fosters an environment where practical applications of knowledge are central to academic success.

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