

STRATEGIES AND SELF-MOTIVATION ON SELECTED GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Jeziel Bonghanoy
Sean Danikhel Domo
Jonielyn Marasigan
Dave Charls Ragas
Adrian Luise Regencia
CJ Salvador

RESEARCH ADVISER

Christopher D. Azares, LPT

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

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Self-motivation plays a critical role in student learning by sustaining engagement and encouraging academic persistence. Related literature emphasizes the importance of time management, discipline, and consistency in cultivating self-driven behavior. This study is anchored on the Self-Determination Theory (1985) by Edward Deci and Richard Ryan, which highlights autonomy, competence, and relatedness as key motivational factors. A schematic diagram illustrating the Input–Process–Output (IPO) model was used to guide the research framework. The primary objective of this study is to explore the strategies and self-motivation levels among selected Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines. The study adopted an exploratory-descriptive quantitative research design. A total of 212 Grade 12 HUMSS students were selected through cluster sampling to ensure representative data. Data were collected using a validated survey questionnaire designed to assess the students' self-motivation strategies. Statistical tools such as frequency and percentage, ranking, mean, and Likert scale analysis were utilized for data treatment and interpretation. Findings revealed that the most commonly practiced self-motivation strategy was goal setting, reported by 160 students (23.53%). Time management was rated with a mean of 3.33, discipline with 3.42, and consistency with 3.38, all indicating strong agreement regarding their role in fostering motivation. Personal goals emerged as the strongest influence on student motivation, as cited by 154 students (21.10%). Based on these findings, an action plan was proposed to support and enhance self-motivation and learning strategies among Grade 12 HUMSS students. The results underscored the significance of self-motivation and strategic behavior in enhancing student academic performance. Strategies such as setting goals, celebrating small achievements, practicing affirmations, prioritizing tasks, and fostering positive peer influence were perceived as effective. Additionally, consistent application of time management, discipline, and personal consistency contributed to improved learning outcomes. The study emphasizes the need for academic programs to support the development of these self-motivation strategies among senior high school students.

RECOMMENDED CITATION

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