

## Sense of school belongingness as a predictor to student academic motivation

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### *Abstract*

This study dealt with a sense of school belongingness as a predictor of students' academic motivation. Determining a sense of school belongingness as a forecaster on the academic motivation of a student is the essential objective of the study, utilizing a quantitative-non experimental design employing a causal effect technique with regression analysis with a total of 250 respondents among Grades 4-6 elementary learners of Central District Schools of Tagum City Division. The measurable instruments utilized in this study were the Mean, Pearson-r, and Regression Analysis. Results showed that the level of sense of belongingness in this study is high. This means that the sense of belongingness in public elementary schools is manifested. The main indicator for the sense of belongingness that was highly manifested by the respondents is Perceived Institutional Support, being the indicator with the highest mean, the findings in study indicate that the students feel or can perceive the support of their school and institution which can promote learning experiences which are important for developing academic motivation. This further means that pupils possess a sense of belongingness characteristics that allow them to be more academically motivated.

**Keywords:** educational management, sense of school belongingness, academic motivation

## Sense of school belongingness as a predictor to student academic motivation

### 1. Introduction

There is a problem of low academic motivation of learners in many schools, which is evident in their declining achievement scores (Mauliya et al., 2020). Learners are eager to learn when they have an inner motivation to study, understand, and achieve their full potential. These learners possess all of the characteristics necessary to improve academic performance and adapt to the demands of the school framework. Hence, motivation is a critical component in the learning process (Manuela Ferreira et al., 2011). Academic motivation is now commonly acknowledged as a significant factor in successful learning and achievement. The Positive Psychology of academic motivation is related to success. Moreover, leveling up students' academic motivation is relevant to have effective teaching-learning inside a classroom and a favorable change in school performance. The role of schools in detecting, developing, and maintaining intellectual motivation is crucial. Motivation to succeed in school is a broad phrase that refers to a variety of structures that involves ability self-concepts, task values, objectives, and achievement reasons (Steinmayr et al., 2019).

Investigation on academic motivation has school belongingness as one of its components. Students struggle to achieve academic success when they are not satisfied with their fundamental need for school belongingness. Belongingness may have a significant impact on motivation. Learning motivation has emerged as a primary concern in education, and its exclusion signifies a drop in the standard of learning (St-Amand et al., 2017). Overall well-being that includes good health and positive drive is associated with a sense of belongingness to a broader group. A significant percentage of studies proved that educational achievement is made possible from a sturdy feeling of belongingness. Among these benefits are increased learner preservation for both general and specialized populations, more educational encouragement, and enhanced educational success in special projects (Carrie, 2017).

On the other hand, there is a correlation between children's unfavorable psychological changes and a misalignment between their needs and the chances offered by their social environments, particularly schools. Some school traits and practices, according to an argument, might lead to a mismatch in children's developmental requirements. Poor quality teacher-student and peer connections, as well as developmentally inappropriate classroom organizational, instructional, and environmental components, all contribute to unfavorable changes in students' academic motivation (Bouchard & Berg, 2017). Furthermore, academic motivation is a problem in schools, with its omission leading to lower learning quality. As learners go through the educational process and extend their knowledge and thinking methods, they need to be continuously motivated to use their intellectual initiatives and consider one's behavior. Sense belongingness in school can be a tool to predict performance in school, motivational, interpersonal, and behavioral results for children in this way (H. Korpershoek, et al., 2019).

The researcher was unable to locate research on "Sense of School Belongingness as a Predictor of Student Academic Motivation." Furthermore, it was determined in Tagum City Division that pupils must be intellectually motivated in order to improve their academic performance. If pupils are not intellectually motivated, teachers' efforts with various instructional strategies would be futile. As a consequence, she chose to make it her field of study after concluding that the need for this research is quite pressing.

#### 1.1 Research Objectives

The main drive of this research was to determine which domain of sense of belongingness significantly predicts a student's academic motivation. The following objectives were addressed in this study:

- To describe the level of sense of school belongingness of public elementary learners in terms of: Social Belongingness; Academic Belongingness; and Perceived Institutional Support;

- To describe the level of academic motivation of learners in terms of: Striving for Excellence; Desire to Learn; and Personal Incentives
- To investigate the relationship in both learners' sense of school belongingness and academic motivation in Tagum Central District, Tagum City.
- To determine which domain significantly predicts a sense of belongingness as a predictor of student academic motivation.

### *1.2 Research Hypothesis*

In this study, the following null hypothesis was tested at a 0.05 level of significance.

- There is no significant relationship between a sense of school belongingness and academic motivation among learners.
- There is no domain of sense of school belongingness that significantly predicts student academic motivation.

## **2. Review of Related Literature**

The theories, opinions, and concepts of various authors of this study are discussed in this chapter to provide a strong frame of references about the variables treated under this research. The dependent variable of this study is the student motivation academically through achieving the highest standards, eagerness to know, as well as individual inducements (Tuckman, 1993), while the independent variable of the study is the Sense of School Belongingness which proposes examining three facets or components - a sense of academic belongingness, perceived institutional support, and a sense of social belongingness (Ingram, 2012).

Students who strive for academic excellence have a track record of academic success. Their inherent motivation pushes them to give it all their best (Adamma et al., 2018). Similarly, "Striving for Excellence," on the other hand, could refer to additional distinctiveness demands such as confidence, effectiveness, significance, as well as uniqueness. Nonetheless, class hall arrangements could enhance individual inducements of a learner and, as a result, their educational success. Classroom identification in terms of social identity like the mental and emotional value of the class hall cooperative for each learner (Reynolds et al., 2017). Furthermore, student attitudes play a crucial part in evaluating educational quality. When students have the correct mindset, they can focus entirely on their academics and achieve success. However, the impatience of a student implies his academic performance (Silalahi, 2020). Furthermore, considering the students' IQ, creativity, and grades, the difficulties discovered were probably due to variances with their gained motivation. Prior research has also demonstrated that gaps in chances for excellence are needed. Knowledge is related to efficient and effective management, and creativity is to the production of innovative approaches. The impact of students with high academic performance benefits the team's ability to stay focused on their goals (Pullen et al., 2017).

On the other hand, it is critical to remember that educational institutions should consider learning material, tasks, and relationships with educators because all have a tremendous impact on students' learning styles. The above implies that the effort of students to their studies can be adjusted in response to the requirements as well as advantages of an educational setting. By altering old strategies in teaching their courses, teachers can influence how students approach learning (Bombaerts et al., 2018). Moreover, there is an emphasis on the significance of good instruction since frequently stated it all begins in the classroom. So, facilitator of learning is the key to the quantity of eagerness to know of the lower grades to graduate school learners. Nevertheless, students need to acquire a great deal of intrinsic motivation to learn intensely and successfully learn things inside the classroom. Moreover, while meaningful learning begins with having a great deal of intrinsic motivation, it is also necessary to acquire extrinsic motivation, especially if the subject grows increasingly complex appears not fun at all because it needs a lot of work. It's indeed challenging, though perhaps not impossible, to accomplish educational

achievement and consider future learning and careers without an attempt to know and even become actively engaged in it (Steinmayr et al., 2019).

Furthermore, school engagement is a type of motivation that manifests itself in behavior. Motivation and motivational behavior are two concepts derived from "engagement." A person's drive or energy to perform a specific action is known as "motivation." It has consistently identified a strong predictor of academic success. Motivational behavior refers to whether or not a person converts his motivation into concrete behavior (Crumpton & Gregory, 2011).

It can be hard to get your students to learn and participate. Some teachers are so preoccupied with classroom management that they don't even get around to teaching. Many teachers utilize incentives for pupils to encourage learning and encourage good behavior. Students are motivated to be more productive by incentives because they give them a sense of pride and accomplishment. They are content because they are successful. Every success story inspires students to become confident. Both confident and motivated to accomplish one more fruitful outcome are all that they need (Sivrikaya, 2019). Moreover, the relative effects of ideas, feelings, and behaviors on people's motives have long been a source of controversy among psychologists. Inner emotional feelings based on humanistic psychologists are the source of our actions (Berridge, 2018). On the other hand, the previous high academic success of a learner has a positive influence on his next endeavor because it creates high self-esteem. As a result, there is a mutually supportive relationship between academic achievement and the concept of self (Marsh & Martin, 2011).

Thereby, to be productive citizens both inside and outside of the classroom, students must have positive attitudes toward themselves and their schools, as well as social competence and obligation (Stafford-Brizard, 2016). If belongingness is as relevant as academics claim, the psychological and motivational implications are significant consequences for teaching and learning. The brain is adaptable, like intelligence and capability development, and "brain development is an experience-dependent process" that activates neural connections that allow for new ways of thinking and doing. The brain and human faculties expand in interactive ways so experiences across the continuous journey and range of views. What happens in one zone affects what happens in others (Cantor et al., 2018). Furthermore, emotions, for example, can either stimulate or prevent learning. Emotions and social situations affect brain connections that assist interest, focus, cognition, the transmission of knowledge, and usage. Recognizing how developmental phases evolve and interact in different contexts may aid developers in creating more beneficial educational experiences (Darling-Hammond et al., 2020).

Moreover, studies acknowledged that school belongingness is a predictor of educational achievement (Stalen et al., 2016). School belongingness of learner is related to motivational, attitudinal, and behavioral characteristics that lead to academic performance accomplishment. Learning, according to active learning theorists, is a social practice in which learning (cognition), perceiving (emotion), and experiencing (social interactions) entirely engage an individual, participation, and active engagement in a range of work teams. Learners' disappointment may result in intricate school participation could be attributed to a lack of sense of belongingness in school which may cause students' drop out (Ferreira, 2011). Moreover, according to related school improvement research, schools can help students achieve objectives necessarily implies surroundings, buildings, and methodologies that are suited to their intellectual and developmental disabilities needs. As a component of a positive environment, a compassionate, culturally sensitive learning community, wherein students are in high esteem, appreciated, and can learn in physical and emotional safety as well as well-structured buildings that allow for stability in connections and reliability (Darling-Hammond et al., 2020).

Similarly, educators have devoted increased attention in recent decades to the requirement to satisfy the want to belong (Maslow 1962) in educational contexts. This sense of belongingness is sometimes referred to in the literature as the sense of school belongingness. A commonly recognized definition of school belongingness is the degree to which children feel individually accepted, appreciated, engaged, and encouraged by others in the school social setting. Therefore, experts emphasize the importance of a nurturing educational environment that

develops a sense of connectedness and belongingness among students (Allen et al., 2018). The majority of the social context is through interactions between teachers and students. Peer and teacher relationships both seem to be complicated. On a community scale, peers and teachers provide a source of emotional support (Bakadorova & Raufelder, 2017). In reality, a students' sense of belongingness at school was proved by plenty of evidence impact significantly their emotional and intellectual development. While interpersonal interactions at school are essential components of school belongingness, studies have looked into students' relationship views as precursors to it (Allen et al., 2016).

The current study fits well with the social identity viewpoint, which appears to give an appropriate and attractive foundation for students' development adaptation by concentrating on classroom identification as a part of children's school belongingness. It denotes a sense of belongingness to the school as a supportive network with which students feel emotionally attached (Reynolds et al., 2017). However, it is possible that the lack of a sense of belongingness, especially in schools, is because of a lack of a defined systematic framework. Also, with the increasing influence of Positive Psychology, schools may be increasingly willing to investigate methods to create belongingness. Positive psychology emphasizes one's qualities and skills rather than the psychopathology of mental disease. Prevention by identifying and cultivating beneficial components of human psychological wellbeing is the focus. In recent decades, such initiatives have promoted preventive techniques in schools (Cortina et al., 2017).

When students cannot feel they belong in school, complete educational facilities would become useless. Hence, despite the availability of necessary supplies, they will still lack the inner motivation to succeed. Social-psychological concerns hinder students' ability to utilize materials and explore possibilities because the availability of required materials does not ensure intended results (Walton & Brady, 2019). Furthermore, those students who are concerned that they do not belong, and who have an analytical lens that sees social setbacks as international dangers, may escape circumstances where these connections may naturally arise and fail to take the required efforts to cultivate them. While this may have immediate effects on pupils, it may also have long-term consequences (Korpershoek et al., 2020).

According to the earlier study, students' sense of belongingness in school is related to how they perceive various school settings. Students are concerned about whether they or their ethnic group belong at school, which can cause them to perceive routine school issues, such as being excluded from a social trip or receiving a low academic grade, as proof that they do not belong. This belief has the capability of becoming self-fulfilling. It could, for example, discourage students from joining student clubs or seeking mentors, resulting in a drop in support and achievement (Broughton, 2019).

Furthermore, even though the fear of being outcast is a catalyst for transformation, it will not just remain in a person's mind. To begin with, they emerge from the social context, specifically from awareness of socioeconomic disadvantage and the existence of unfavorable stereotypes about one's group. As a result, they continue to continue difficulty in the lives of schoolchildren. Worries about belonging, which stem from past socioeconomic deprivation, could exacerbate cultural disparities in higher education. When students do not thrive, they may lack the necessary abilities, or their environment is devoid of opportunities. It will be more difficult for students to form meaningful connections with educators if they do not feel as if they belong, causing them to feel hesitantly connected to the group (Allen et al., 2021). However, emphasizing the importance of a sense of school belongingness, having friends who support one's school achievement has a demonstrable beneficial impact on one's school performance. As a result, it is widely proven that a sense of belongingness in school promotes academic motivation (Korpershoek et al., 2020).

Additionally, being aware of disadvantages fuels inequality in social belongingness by seeding rational but negative and self-fulfilling perceptions of everyday obstacles. Giving children a narrative for understanding adversity that removes its hazardous connotation, on the other hand, may help them stay engaged in their academic and social environments at school. As a result, this involvement may help children form meaningful

relationships, reinforce their sense of belonging, and provide a cascade of psychological, academic, health, and relational benefits throughout their education (Broughton, 2019).

According to the model presented by Vygotsky, wherein values show a fundamental role in the course of developments, emphasize the significance of forming and maintaining an environment that promotes learning to the esteemed participants. All learning is controlled by culture, develops over time, and emerges from cultural action (Vasileva & Balyasnikova, 2019). In the same way, creating learning objectives, functioning as a knowledge resource for peers, and actively engaging in the learning process are additional duties the student assumes. When effectively integrated with appropriate instructional approaches, this shift in roles encourages personalized, diverse, and student-centered types of instruction, which has proven to be a good choice for restructuring existing educational systems and forming conducive environments in which many different individuals develop a deep understanding of the main subjects (Polly et al., 2018).

There are six sections formed that are connected to the educational standards after researchers examined the data received from the interviews and based it on satisfying the needs of a school. The most prevalent theme highlighted by participants as needed in an educational institution is a sense of belongingness in school, with relationships between students and their teachers and other teaching staff being the most critical aspect. As a consequence, it was discovered that students' school belongingness is heavily impacted by their interactions with school employees, as this influences their decision to stay or quit school (Slaten et al., 2015).

The natural desire of students that could have a significant impact on their academic drive is academic belongingness. It is the degree wherein learners sense that they are appreciated, loved the way they are, and feel the authenticity of being members of their academic realm (Lewis et al., 2017). Furthermore, techniques that promote inclusive classrooms and inclusive departmental structures boost students' feelings of belongingness at school. As a result, class sessions should be planned in such a manner that they promote an engaged, productive, and mutually beneficial class hall setting. Second, improved overall school structure and educational system will develop a sense of belonging in the school and could even generate a sense of unity (Stephens et al., 2014).

According to earlier studies, positive teacher-student interactions can lessen externalizing behavior difficulties, but bad educational dealings can increase widespread problematic behaviors. There is a strong relationship between learners' outcomes and school affiliation. It was evident that the more teachers emphasized learning above performance, the more learners felt a feeling school of belongingness. Within measurement instances, at hand was indeed a clear link between student behavior and teacher conflict and support (Hendrickx et al., 2022). Furthermore, a sense of school belongingness at school is related to a range of favorable education-related achievements, including mental and physical well-being, positive behavioral conduct, academic success, as well as the transition to maturity. An accumulative percentage of kids around the world, on the other hand, say they don't feel like they belong at their school. Strong student-teacher ties have been shown in studies to increase school belongingness, yet establishing these relationships in highly complicated educational institutions can be challenging (Allen et al., 2021).

For students who have school problems, establishing solid ties with their teachers can be a great help according to the academic risk hypothesis. Some learners need their teachers' assistance more than others because they are more influenced academically by the nature of interaction they have with their teachers. There have been proofs for relative contributions of positive and negative traits in this study. Interactions in the classroom can take many different forms. A study proved that there are two aspects of students' views on their relationships with educators which are proximity and conflict. Closeness refers to the extent of friendliness and good communication that arises among a student and an educator, and children in close relationships understand that they can rely on their instructor for emotional support (Darling-Hammond et al., 2019).

Numerous research has validated and reaffirmed the theories put out, demonstrating that excellent cooperation between schools, households, and communities can contribute to academic progress for students as well as educational changes. Parents who are actively involved in their children's education provide great

academic support (Durisic & Bunijevac, 2017). Furthermore, school-home relationships are critical in pushing students to achieve academic success. Despite working in low-income neighborhoods, research on effective schools, or those where students learn and accomplish, has consistently shown that these schools have strong and positive school-home interactions (Bartolome et al., 2017).

Thus, it is critical for each school to determine which elements are most likely to help the school achieve its academic achievement goals and foster an atmosphere of the partnership between the family and the school. Educators and parents should have a better knowledge of effective parental participation strategies in increasing student achievement by evaluating parents' and teachers' opinions. In actuality, multiple studies have demonstrated that active parental involvement in their children's educational activities is beneficial in motivating students to do well in school. When parents are involved in school-related groups, they promote and support their children's participation in extracurricular activities, and they even aid them in planning plans (Durisic & Bunijevac, 2017). Furthermore, academic success might be attributed to pressure from parents because parental pressure on children has a good impact on their educational outcomes. As a result, children who have parents that enforce rules at home perform well in school. On this basis, parents have an important role in their children's academic achievement (Bartolome et al., 2017).

Moreover, besides teacher and parent support, peer support through extracurricular activities has been found to be a substantial predictor of school belongingness. Effort spent on these extracurricular activities is seen to be a strong predictor of belongingness for both males and females. According to studies, kids who participate in extracurricular activities express a greater sense of school belongingness than their classmates who are not active at all (Bouchard & Berg, 2017). Furthermore, it is acknowledged that teachers have a significant impact on students' perception of belongingness at school. According to research, teachers influence their students' good peer community within the classroom because they are the facilitators of learning and have a direct impact on their attachment to school (Darling-Hammond et al., 2019).

How students perceive educational involvement is indeed encouraging. Peers and educators who promote a positive attitude towards learning are especially significant. The growth of school participation is evident as a continual mutual interaction between personal aspects and the encouraging learning environment. Furthermore, in a students' educational experience, the classroom is the most significant component because they spend most of their time with their peers and teacher over almost a year jointly working to learn. As a result, several researchers explored connection inside the classroom as the main component of student school belongingness (Bakadorova & Raufelder, 2017).

On the other hand, research shows that young individuals are sociologically sensitive in their relationships with their peers. Classroom peer groups provide a relevant social influence function for young students because they develop positive or negative peer relationships inside their learning environment (Leszczensky et al., 2017). Moreover, when a learner has the perspective that his friends and educators are good to him, it promotes motivation for him, learning behavior, and social support of his age group. The inspiration and the positive relationship he has with friends and educators could impact him to acquire academic motivation (Raufelder et al., 2016).

Consequently, the influence of educators in school involvement and confidence in school appears to have an immediate impact on students. Since studies on educational relationships stressed its importance in boosting students' participation, particularly behavioral school engagement. It underscores the varied benefits of different connections with educators and peers within the class hall. Examinations focus more on social aspects, wherein professors show that a student could be socially approved or disapproved within his community. This social approval or disapproval may influence a students' sense of identity and provide different outcomes (Korpershoek et al., 2020). However, there are critical differences to be noted when it comes to students' intellectual achievement. When it comes to children's well-being, schools may be defined as 'anti-hedonic' (for example, pushing pupils to put fun aside in favor of 'hard work'). The school supports the development of experiential

well-being by pursuing longer-term objectives, ultimately contributing to children's lifetime success (Clarke, 2020).

Furthermore, asking children if they are happy at school triggers an emotional response that they would prefer to be doing something on their terms. Such sensations, however, may not be representative of a child's overall health. Researchers discovered this when they examined teenage enjoyment in the moment, which was lowest while they were doing academics. Students who studied more were happier in life than those who studied less (Badri et al., 2018).

When these data are considered, the link between hedonism and eudaimonia becomes clearer: long-term efforts at school can have a good long-term impact on wellbeing. In other words, there appears to be a trade-off between achievement and happiness if students do not attend a school or do any work, they are unlikely to learn anything – but they may be happier (Clarke, 2020). Furthermore, when students feel a sense of belonging within the educational environment, they develop a sense of "place attachment," which is defined as an individual's cognitive and emotional attachment to a specific circumstance or place in general, such as the experience of affective connection over time within the community and the perception to that relationship. As a consequence of psychological, emotive, and intellectual linkages between individuals and groups and their cultural environment, positive attachments foster a sense of belongingness in people and establish a precise area as an anchor of their identity through time (Reyes, 2020).

As a result, one of the most valuable variables in determining how students respond to the teaching-learning process is student engagement. Understanding how academic institutions handle student behavior will offer you a greater understanding of how the school's rules and procedures work. Schools can make decisions about student activity based on more objective data rather than opinions. Universities would benefit from information about student activities in terms of promotion and enrollment, as well as helping them become more attentive to student learning needs (Delfino, 2019). The features of the school, including the educational facilities themselves and social activities, must also fulfill the developmental requirements of children, according to a stage–environment fit model. Identity was already demonstrated to be a significant regulator of behavior, and the physical environment has been associated with a sense of self (Darling-Hammond, 2020).

Nevertheless, the number of studies mostly on connections between the school environment and learners' sense of belongingness, however, has related to school safety environment. At school, considered security is related to a sense of belongingness. Bullying standards and students' thoughts about their teachers intervened appropriately when bullying occurred, as well as whether they thought teachers were concerned about it. According to the findings, school belongingness is related to the perception of healthy school norms. As a result, school safety influences school belongingness, but this influence is decreased by peer support. When students' feelings of safety were jeopardized, like in the case of recurrent victimization, their sense of belongingness at school was weakened (Marsh, 2018).

Furthermore, the data projects a correlation between the perception of safety and belongingness within the school. As a result, while fostering school belongingness in a school setting, a school's measures for creating a safe environment should be considered. The schema presented here provides estimates of the strength for possible links involving connection within the school and several student achievements based on a range of research and educational contexts. Students who are motivated, possess healthy interpersonal, have good behavior and execute positive school outcomes are treated as influencing variables in this systematic review. Whereas school belongingness, is considered as an independent variable. Having a sense of school belongingness, according to the belongingness theory, is a necessity for entire educational performance (Korpershoek et al., 2019).

As a consequence, investigations have demonstrated that schools that strive to use tactics that promote school belongingness are on the right track because it is a crucial feature in young learners' psychosocial adjustment, as evidenced by several studies. Young learners who feel belongingness at school have higher levels



of psychological health and enjoyment than those who do not. It was also demonstrated that this sense of school belongingness could be more beneficial in fostering academic achievement in younger learners than in older ones (Korpershoek et al., 2019).

### *2.1 Correlation between Measures*

A learner's academic motivation toward educational achievement is positively influenced by a high sense of school belongingness. On the other hand, feeling like an outcast in the group jeopardizes a sense of belonging and, as a result, lowers academic motivation (Moore, 2016). Students are also more behaviorally engaged when their need to belong is satisfied. Their sense of belongingness aids their involvement and commitment to schooling. Many academics have used the term feeling of belongingness to characterize the psychological features of social contexts and groups that meet this desire. Motivation affects our emotions, cognitions, and behaviors and applies to all people in different situations (Newsome, 2018).

On the other hand, if we explore the many settings of young students' societies or groups such as home, school, social circle, and neighborhood, we may be able to understand the primary roles and impacts that diverse social networks have on students well-being. Essentially, students' sense of school belongingness is connected to core psychological, cognitive, and emotional characteristics involved with school achievement (Verhoeven et al., 2019). Surprisingly, despite the respondents' gender or ethnic origin, school belongingness is related to less frequent disruptive actions. However, there is limited agreement on whether school belongingness is personal or an educational construct and if the absence of school belongingness will be addressed by individual or educational efforts. Nonetheless, numerous psychologists have researched social deviance for more than a century. Notable scholars like Durkheim, Thomson, Vygotsky, and Eisenstein were the first to examine the issue. Standards of society are defined as the boundaries of acceptable behavior within a group that guarantees a society functions smoothly as well as social norms assist to sustain communities, are integrally connected with social disobedience (Bouchard & Berg, 2017).

According to research, there is a positive relationship between students' feeling of class belongingness and their intrinsic motivation and task value; specifically, when students have a strong sense of class belongingness, they are more motivated to succeed in that course. Furthermore, increased academic engagement is related to higher educational accomplishment as an outcome of a sense of school belongingness (Carrie, 2017). Indeed, the need for belongingness, peer assistance, and affirmation become particularly intense during childhood, especially during early adolescence, when young people begin to carefully contemplate who they are and desire to be, with and who they wish to feel connected, or where they feel inclined to engage their time and energy and invest their destiny (Ibrahim & Zaatari, 2020).

As a result, according to various studies of international literature, pupils' emotions of detachment at school are produced by a lack of a sense of belongingness. Furthermore, this may have undesirable repercussions, such as poor marks due to a lack of academic desire and a high likelihood of dropping out of school. According to motivation theory, satisfying one's requirement and need for belonging is a fundamental foundation for excellent, if not extraordinary, academic achievement in all school activities. Indeed, as a consequence of academic drive, children will experience a strong sense of belonging at school, which may lead to greater performance (Sureda-Garcia, 2021). Finally, failure to create a complete and consistent sense of belongingness in the school as a learning community would result in lower academic motivation and less active participation, virtually likely resulting in the lower academic achievement of students. Whatever the causes of lack or absence of a sense of belongingness at school are, they must be addressed as soon as possible. As a result, in order for students to attain academic achievement, they must have a strong feeling of school belongingness (St-Amand et al., 2017).

### *2.2 Theoretical Framework*

This research is anchored on the analysis of Anderman (2003), who found that such a sense of school

belongingness had a positive influence on a student's academic motivation. The significance of the perception of school belongingness in both the psychological and physical well-being of students has been widely documented (Anderman, 2003). Similarly, academic motivation can be strongly tied to and occasionally considered a facet of school belongingness (Gizir, 2019). Students' scholastic ambition to succeed stems from a strong sense of school belongingness (Isik et al., 2018). Furthermore, if students' yearning for belongingness is not satisfied, they will struggle intellectually. According to Maslow's theory of motivation, there is a critical requirement to maintain the circumstances to strengthen belongingness in the educational environment since it would promote student motivation for higher school performance. Appropriate efforts to motivate and inspire pupils to perform their best in their studies by establishing a sense of school belongingness (Brooks, 2021).

The independent variable is supported by Dabney Ingram's (2012) study, which presents three categories of perception of school belongingness: social belongingness, academic belongingness, and perceived institutional support. Surprisingly, when children perceive that their peers and instructors accept and appreciate them for who they are, they form deep and meaningful ties to the school, which helps them regard attending school as interesting, joyful, and valuable. Students believe they have the resources needed to achieve academically when influential individuals they are related to inside the educational environment encourage, accept, and aid them if required.

While academic motivation, the dependent variable is supported by Tuckman's study (1993), where he predicted three found linked elements of it that impact result achievement. They are as follows: (1) striving for excellence, (2) a desire to learn, and (3) personal incentives. Motivation to do well in school is a vital component to the success of an educational journey. It is a crucial theoretical topic for researchers and a challenge for teachers and parents to nurture academic motivation in students. Motivation has a substantial influence on academic achievement. Educators, administrators, and students must all grasp how educational motivation works and how does it relates to appropriate behavior and attitude to achieve academic success (Njiru, 2003).

### 2.3 Conceptual Framework

Figure 1 depicts the conceptual model for the study's variables and their relationships. As the framework indicates, this study investigates students' academic motivation concerning their sense of school belongingness. People who have a strong feeling of acceptance or belongingness are abler to enjoy psychological advantages including pleasure, confidence, and a good state of mind (Bouchard & Berg, 2017). In this study, the independent variable is the sense of school belongingness, which includes the following indicators: a sense of social belongingness, a sense of academic belongingness, and observed support of the institution. According to the present evidence, observed support of institutions through the school environment is a significant predictor of perceived student belongingness. A variety of relevant themes have been identified in studies studying the impact of the environment on school belongingness, including school environment, extracurricular space availability, opportunity to play and socialize, and school size. The bulk of studies on how the atmosphere of the educational environment impacts a child's perception of school belongingness have student safety as its primary element (Tapia-Fonllem et al., 2020).

Furthermore, according to the data, perceived student safety is consistently connected to perceived belongingness at school. Perception of security at school affected school belongingness, although this influence was also affected by the kind of assistance offered by other individuals within the educational setting. The instance of repeated victimization endangers perceptions of safety on students and thus leads to decreased school belongingness. As a result, the procedures of school for creating a safe environment should be taken into account while promoting school belongingness within a school context (Slaten et al., 2016). Furthermore, the crucial significance of teacher assistance in students' sense of belongingness at school has probably has been recognized among numerous studies. Teachers play a critical influence in forecasting how students feel about their school. A positive relationship is related to positive results in general, but studies have differences with the features a positive relationship should possess. Teachers should care for and demonstrate an interest in their students, provide structure, and encourage autonomy to meet their basic requirements for belongingness, competence, and

independence (Allen, 2021).

Furthermore, in every educational activity of students, the teacher is probably the most crucial component for success or failure. Teachers are more than just formal role models; they are active participants in their tales. The teachers' tale ultimately reaches and influences students' cognitive, emotional, and social development. As a result, when teachers successfully satisfy these demands, learners' participation is expected to grow, leading to higher academic achievement. (Roorda et al., 2017). When educators can develop mutual respect among students while providing a safe educational environment, there is a better perception of school belongingness. It shows that not only the support and caring relationships of teachers toward their students but also parents' support are crucial indicators for establishing school belongingness. Peer support, in addition to teacher and parent aid, was shown to be a significant predictor of students' sense of school belongingness (Darling-Hammond et al., 2020). Therefore, the most significant influences on learners' sense of school belongingness were assessed to be both teacher and peer relationships. Thus, it shows that the interactions of learners with their parents, educators, and classmates are crucial factors needed in establishing a feeling of belongingness at school (Korpershoek et al., 2020).

This study focuses on academic motivation as the dependent variable. Three associated motivational elements that determine result achievement: (1) striving for excellence; (2) desire to learn; as well as (3) personal incentives (Tuckman, 1993). Learners striving hard for academic excellence have demonstrated success in their studies (Adamma et al., 2018). It is most likely not easy to achieve success academically and contemplate upcoming learning and inclination (Rovers et al., 2018). Personal rewards are also beneficial in attaining academic drive. Every success story inspires pupils to be confident. They are both self-assured and motivated in accomplishing another fruitful result (Sivrikaya, 2019).

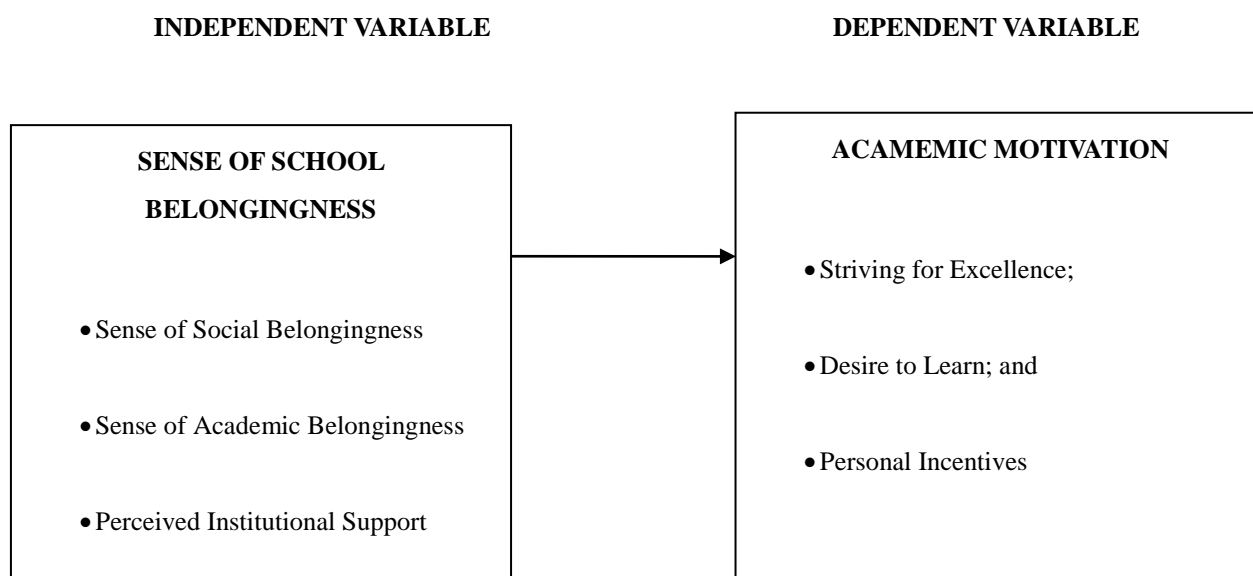


Figure 1. Conceptual Framework of the Study

#### 2.4 Significance of the Study

The motivated student has the strength and courage to learn, uncover and maximize their potential, enhance school achievement, and adjust to the demands of the educational environment. Motivation, therefore, should be seen as a critical aspect of the learning process. Environmental elements like the deeper context of school attachment may also play a crucial part in classroom engagement, motivation, and academic achievement of students. So, the main objective of this study is to investigate how a sense of school belongingness predicts

academic motivation that impacts observed performance (Adamma et al., 2018).

This study will assess the present condition of the public elementary learners in the Tagum City Division. Through this study, Tagum City Division will be conscious of the current level of learners' sense of school belongingness and academic motivation under its jurisdiction. Therefore, the weak and strong points of different schools will be identified hence providing baseline data as the basis in the management and operation of the school. The Department of Education may use the presented data and its result as the basis for policymaking and program planning for primary education schools. It may be their basis to promote a sense of school belongingness for learners that may nurture academic motivation.

### 3. Method

**Research Design** - This research used the non-experimental method of quantitative employing causal-effect technique utilizing regression analysis, which is appropriate for the study since it required numerical study of the collected data from respondents and interpreted the data to form a result, employed causal relationship type of research design through the use of modified downloaded questionnaire on the sense of school belongingness of the learners and adapted downloaded questionnaire on academic motivation. Quantitative non-experimental research entailed gathering information for the study to test and answer hypotheses about the present state of the topic of the study. Data was collected by the use of questionnaires in Google form (Frey, 2018). Likewise, to determine the relationship between learners' perceived school belongingness and their academic motivation, the causal method was utilized. Furthermore, the primary reason for this research is to determine which domains of the feeling of school belongingness and how it can significantly influence the academic motivation of the learners in Tagum Central District.

**Population and Sample** - This study's participants were Grades 4-6 public elementary school students in Tagum Central District, Division of Tagum City. Total enumeration was done in identifying the respondents. Shown in Table 2.1 is the distribution of the respondents. Tagum Central District consists of 5 elementary schools. The respondents/participants can back out at any moment if they feel vulnerable with the manner of the study. The map shows the Tagum Central District Schools.

**Research Instrument** - This study used two sets of modified downloaded questionnaires fitted with the level of the learners. The first set of questionnaires about a sense of school belongingness has the following indicators: perception of social belongingness, feeling of academic belongingness as well as perceived institutional support, and another set of surveys contains three connected motivational components that impact the result of educational attainment: (1) striving for excellence; (2) desire to learn; and (3) personal incentives went through content and faced validation and had undergone reliability test/try-out to ensure that all the items included are valid and reliable.

**Data Collection** - The researcher applied the following approaches to collect data for this study:

First, an outline defense was performed to ensure that the researcher was well-versed in her research. Following the outline defense was the conduct of internal validation to establish the reliability of the questionnaire. Then comes external validation. The researcher finalized the questionnaire after it had been verified by the panel of examiners. Ethics evaluation was completed with the support of UMERG aided the researcher in thinking about ethical issues surrounding her research. After the validation of the UMERG, the researcher sought advice from a statistician about the conduct of pilot testing. The researcher did pilot testing with the statistician's consent to determine the viability of the study. The statistician tabulated and examined the pilot test results. When the reliability results indicated that full-scale conduct of the study would be worthwhile, the researcher prepared and sent letters of request to the proper authorities. The letter was addressed to the Tagum City Division Superintendent of the Department of Education. The adviser took note of it, and the Dean of the Graduate School endorsed it.

Following approval, a separate letter was sent to the identified school administrators, along with the Superintendent's support letter. After approval was granted by the school administrators, the researcher was then introduced to the teacher-advisers of the respondents. The researcher created an online questionnaire and sent it to the identified teacher-advisers, who then distributed it in their class group chats and instructed their students to answer it. The data was accessed online. After three weeks, the data was collected, tallied, calculated, and evaluated privately and appropriately. The findings were examined and analyzed in light of the study's objectives.

#### 4. Results

The findings based on information received from this study's respondents are in this section. The following topics are discussed: the level of sense of belonging, the level of academic motivation of learners, the significant relationship between a sense of belonging and academic motivation of learners, and the domain that significantly influences sense of belongingness as a predictor of student academic motivation.

##### 4.1 Level of Sense of School Belongingness

The primary objective of this paper would have been to ascertain the learners' level of sense of school belongingness. The following factors were used to determine the level of school belongingness: social belongingness, academic belongingness, and perceived institutional support. Shown in Table 1 are the data on the level of sense of belongingness of learners. The level of a sense of belongingness had an overall mean of 4.15 or **high** with a standard deviation of .661. It indicates that a sense of belongingness is much felt. Perceived institutional support has the heaviest weighted mean score, 4.21 or very high, followed by social belongingness with a weighted mean score of 4.16 or high, and academic belongingness had the lowest, with a total mean of 4.08 or high.

**Table 1**

*Level of Sense of Belongingness*

Indicators	Mean	Standard Deviation	Descriptive Equivalent
Social Belongingness	4.16	.700	High
Academic Belongingness	4.08	.722	High
Perceived Institutional Support	4.21	.760	Very High
Overall	4.15	.661	High

##### 4.2 Level of Academic Motivation

The second goal of this paper would be to evaluate the level of academic motivation of learners that were also examined through a survey questionnaire as well as the accompanying indicators: striving for excellence, desire to learn, and personal incentives. Shown in Table 2 are the data on the level of academic motivation of learners. Calculations had a grand mean of 4.11 or high with a standard deviation of 0.669 and this specifies that the level of academic motivation of learners is much observed. According to this result, the highest mean score of academic motivation of learners was want to learn, with a mean score of 4.31 of very high and variance of .695, indicating that the academic motivation of learners in terms of their desire to learn is recognized. Similarly, this shows that learners have significant academic motivation, as seen in their want to study.

The indicator with the second highest mean was **personal incentives** with a mean score of 4.09 or **high** and a standard deviation of .773. It means that the academic motivation of learners in terms of personal incentives is much observed. The indicator with the lowest mean was **striving for excellence** with a weighted mean of 3.92 or **high** and with a variance of .820 which means that academic motivation of learners in terms of striving for excellence is much observed. From this result, the following item statements contributed to the high level of academic motivation.

**Table 2**

*Level of Academic Motivation*

Indicators	Mean	Standard Deviation	Descriptive Equivalent
Striving for Excellence	3.92	.820	High
Desire to Learn	4.31	.695	Very High
Personal Incentives	4.09	.773	High
Overall	4.11	.669	High

*4.3 Significance of the Impact of Sense of School Belongingness and Academic Motivation*

The test of the relationship between the main variables involved in the study requires the Pearson Product-Moment Correlation Coefficient. The results of the data in association seen among the two variables are shown in Table 3. It appears on the table that clearly shows the high positive and significant association concerning **the sense of belongingness** and **academic motivation** of the respondents. It implies that a sense of belongingness affects students' academic motivation. The highest mean score in the sense of belongingness is the **perceived institutional support** with a mean of 4.21 with an SD of .760, followed by **social belongingness** having a weighted mean of 4.16 with an SD of .700, and **academic belongingness** having a mean of 4.08 with an SD of .722 while **academic motivation** has a mean of 4.11 with SD of .669. The connection between social belongingness and academic motivation of the respondents generated an r-value of 0.655 with a p-value of 0.000 or significant, an r-value of 0.703 with a p-value of 0.000 or significant, and an r-value of 0.780 with a p-value of 0.000 or significant. The null hypothesis is rejected in this study because of the substantial positive correlation between the two variables. It indicated no positive association between students' sense of school belongingness and academic motivation.

**Table 3**

*Significant relationship between sense of belongingness and academic motivation*

Independent Variable	Mean	SD	Dependent Variable	Mean	SD	r-value	P-value
Social Belongingness	4.16	.700	ACADEMIC Belongingness	4.08	.722	.655**	.000
Academic Belongingness	4.08	.722				.703**	.000
Perceived Institutional Support	4.21	.760	MOTIVATION	4.11	.669	.780**	.000

*4.4 Regression Analysis of Sense of School Belongingness and Academic Motivation*

Included in Table 4 are regression coefficients for testing the effect from the different domains of sense of belongingness to the academic motivation of learners. As shown in the table, the computed F-value is 146.97 with an associated overall p-value of 0.000 or significant. This leads to the rejection of the null hypothesis, which stated that there is no domain of **sense of school belongingness** significantly influencing **student academic motivation**. The r<sup>2</sup> is 0.642, suggesting that 64.2 percent of the respondents' academic motivation is explained by social belongingness, academic belongingness, and perceived institutional support, with the remainder attributable to additional factors not included in this study.

**Table 4**

*Analysis on regression of the influence of sense of belongingness to academic motivation of learners*

SCHOOL BELONGINGNESS	Unstandardized Coefficients		Standardized Coefficients	t	p-value.	Decision @ α=0.05
	B	Std. Error	Beta			
(Constant)	.865	.163		5.307	.000	
School Belongingness	.118	.058	.124	2.028	.044	Reject Ho
Academic Belongingness	.180	.062	.194	2.912	.004	Reject Ho
Perceived Institutional Support	.479	.055	.544	8.744	.000	Reject Ho

a. Dependent Variable: ACADEMIC MOTIVATION. Note: r = 0.801, r<sup>2</sup> = 0.642, F-value = 146.97, p-value = 0.000

Furthermore, data demonstrate that social belongingness has a p-value of 0.044 or significant, showing the rejection of the null hypothesis. The academic belonging has a p-value of 0.004 or significant, indicating the rejection of the null hypothesis, whereas perceived institutional support has a p-value of 0.000 or significant, indicating the rejection of the null hypothesis.

## 5. Discussion

### 5.1 Level of Sense of School Belongingness

Students have a high sense of belonging, implying they are comfortable at school. The result of this study was evident in the findings from the research of Allen et al, (2018) which shows that a sense of school belongingness of students has a relevant relationship with academic motivation, parental support, and teacher support. This is consistent with the findings of Vella-Brodick et al. (2017), who stated that students with a strong sense of belonging in school exhibit good motivating characteristics required for improved school performance, such as success anticipation, valuing school work, and self-initiated attempts to learn more. Perceived Institutional Support, which has the highest mean, is the primary indicator for the respondents' strong sense of belonging. According to the study's findings, students feel or can perceive their school's and institution's support, which encourages learning experiences supported by Lamastro (2017). According to this research, perceived institutional support is related to students' perceptions that a relevant school organization encourages their involvement in educational activities and wants to enhance their health. This support is associated with affective commitment and positive daily mood as well as being importantly linked to the execution of appropriate behaviors or attitudes that benefit the institution.

The indicator that followed this is **Social Belongingness** which means that students exhibit a sense of connection with other students to interact with other people in school. Osterman (2007) defines the demand for social belongingness as "the ability to reveal one's actual self in a group, to express oneself freely, and to feel at ease with one's age group as a part of the school community." This is confirmed further by Ostrove and Long (2017), who defined social belongingness as how students connect with others, can exhibit themselves without hesitation, can sense the support and worth of their peers at school.

The next indicator is **academic belongingness** which means the student can connect with different relevant groups of individuals in his school to the extent that he feels genuinely valued, accepted, helped, and involved to maximize his potential and function as a learner. Dayton et al., (2018) stressed that academic belongingness is the feeling of being respected and supported to do well academically. Further, Faircloth and Hamm (2017) also emphasized that students feel that they belong academically if they feel that their teachers are passionate about them, are concerned about their academic improvements, respects their right as humans, and don't appear to be intimidating.

According to Mina et al. (2017), evaluating these indicators aims to lead to a more obvious and accurate notion of a sense of school belongingness to take appropriate action and help students on their educational journey as it applies to students by unmistakably analyzing and examining each element of school belongingness and identifying what connections among them with speculated strongly linked.

### 5.2 Level of Student's Academic Motivation

According to the findings of this study, the level of academic motivation among students is high. It only proves that the academic motivation of students of public elementary schools was observed. According to Larry (2018), existing evidence suggests that academic motivation is greatly affected by fulfilling the need to belong because it can influence their internal drive. This inner drive could impact the perspective of students and empower them to feel better and thus do better. Roeser et al (2017) also found that academic motivation,

social-emotional, behavioral, and performance results are all influenced by a sense of belongingness at school. Moreover, existing educational research by Hausmann et al. (2017) suggests that students' sense of belongingness is a principal tool for attracting them to study, engage in active participation in school activities, and acquire academic achievement.

The first highly rated indicator for student academic motivation is striving for excellence, which means that the respondents have demonstrated their ability to achieve excellence by expressing their inner need to feel, wanted, and significant, develop self-assurance, a sense of significance, and uniqueness among other things. In line with this, French et al., (2019) stated that context-related aspects involving motivation play a significant role in encouraging desire and effort to achieve excellence within a given situation. Further, Novick (2019) views the motto "We Strive for Excellence" as would motivate individuals to do the best out of themselves and be recognized.

The next indicator is a desire to learn, which implies that students have the attribute of wanting to learn, which is the inspiration that comes from inside that has been intellectually sculpted, but it might also be a drive that is motivated by specific stimuli outside of their environment. According to Moertel (2018), it is hard to obtain academic achievement and tenacity to reach a long-term objective without academic motivation. Academic motivation is the strong urge to acquire, assimilate, and apply what one has learned. Furthermore, Holubec (2017) claimed that when there is an application of academic motivation to desire to learn and in interactive learning, it might result in a problematic scenario in which motivation can become a multidimensional term since it would be allocated to diverse elements of academic activities.

Lastly is **Personal Incentives** implies that when students are rewarded, they will be inspired to learn. A study conducted by Phillips and Lindsay (2018) revealed that students are usually motivated by the teacher taking place extra activities that they were allowed to participate in and personal incentives. They also stated that encouragement and appreciation of teachers boosted motivation. In addition, Lepper et al. (2018) discovered that students who received rewards connected to the tasks had a significant influence on their enthusiasm. Furthermore, Renard (2017) claimed that inspiring young students to perform their best in the class is difficult. To acquire good learning for students, instructors must first encourage their good behavior. To do this, teachers frequently employ prizes and incentives for obedient students. It takes a significant amount of time from educators. The pleasant feeling of success through these prizes or rewards for students drives them to be more participative in the class. This feeling of accomplishment molds the students' confidence. Hence, it motivates them to succeed further.

### *5.3 Significance on the Relationship between Level of Sense of Belongingness and Academic Motivation*

The present study reveals a high positive significant relationship between a sense of belongingness and students' academic motivation. It implies that a sense of belongingness affects students' learning achievement that we can affirm in the data. This study agrees with the findings of Freeman et al., (2007) that a strong sense of school belongingness has a positive outcome because it motivates students academically, as well as Baumeister & Leary (1995) that when the urge to belong is addressed, it has a significant impact on human growth because it is a fundamental need for motivation.

Furthermore, the degree of correlation between a sense of belongingness in school and academic motivation is substantial. It means that students' learning interest in public primary schools is dependent on their feeling of belongingness. It supports the study of Korpershoek et al., (2019) that behavioral factors associated with educational achievement are also associated with a sense of school belongingness among students. Further, it is mentioned in the study of Freeman et al., (2007) that when students exhibit positive drive in their studies, most likely because they experience a sense of belongingness in their school. As a result, it has been proven that there is a significant correlation between students' feeling of school belongingness and intrinsic motivation to their schoolwork. It has also observed that good academic performance is frequently the result of a high level of



learning interest.

#### *5.4 Regression Analysis of the Sense of Belongingness and Student's Academic Motivation*

A regression study was performed to determine the relationship between a sense of belongingness and academic motivation in students. Data demonstrated that students' general perception of belongingness impacts their academic motivation. Thus, there was a rejection of the null hypothesis in this study. The result of this research underscores the relevance of a sense of belongingness in the enhancement of the academic motivation of students, which is a contribution to the current academic literature since previous research focuses on the general academic motivation of students.

This supports the claims of several authors, including Allen et al., (2018), who confirmed the truth that a sense of belongingness is associated positively with student performance in school, including their motivation, believing that they can succeed, showing positive classroom behavior, and achieving academic success. Moreover, Hall (2017) stated that a sense of school belongingness is also confirmed to have a positive effect on health, academic achievement, and classroom behavior. Furthermore, Hall (2017) claimed that having a sense of belongingness at school can have a good influence on health, academic success, and classroom conduct. According to Grobecker (2017), a strong sense of school belongingness has benefits such as increased student retention, increased desire for academic success, and improved performance in school activities.

On the other hand, Vacarro (2017) A lack of interest to study, manifested as disruptive behavior, lack of attention, and poor academic achievement, is a sign that students have a low or absent sense of belonging at school. There was documentation that a sense of belongingness has a powerful influence on students' motivation to achieve well in school. In conjunction, this corroborates the findings of Stout and Wright (2017) that students who think they are highly welcomed and respected at school are more likely to desire to be there and give their utmost in all academic endeavors. They enjoy their school; therefore they want to perform well there too.

As a result, the link between a sense of belongingness at school and academic motivation is undeniably favorable. The elements of social belongingness, academic belongingness, and perceived institutional support best predict academic motivation, which is similar to a prior study done by Begen and Turner-Cobb (2015), as referenced by Krause and Freud (2017).

## **6. Conclusion**

This part includes a description and a summary of the study's findings. The most prominent indication of respondents' feeling of belongingness was perceived institutional support, which had a very high mean, followed by social belongingness, which had a high mean, and lastly academic belongingness, which had a high mean. The overall sensation of school belongingness is substantial.

On the other hand, the desire to learn is the primary indicator for academic motivation, with the highest mean and was widely observed by respondents, followed by personal incentives with a high mean and, finally, striving for excellence with a high mean. According to the findings of this research, the level of academic motivation of the respondents is high.

In this study, there is a demonstration of a significant correlation between a sense of belongingness and students' academic motivation. Data show that a sense of belonging predicts students' academic motivation. It is consistent with Anderman's (2003) claim that a sense of school belongingness positively influences a students' academic motivation.

### *6.1 Recommendation*

The high level of sense of belongingness that is manifested by the respondents is an indicator that the educational system is doing well in uplifting the strength of non-academic skills that contributes to academic

motivation. As a result, it is strongly advised that a sense of belonging be tested afterward to discover any deficiencies in these attributes as well as the area in which the student exhibits a lack of academic interest. Furthermore, respondents recognized school belongingness as the primary stimulus for their determination to complete their studies at that institution, owing to their existing kind of interaction with their teachers, classmates, and school authorities. However, a high level of academic motivation observed by the respondents is a good indicator that they developed skills and knowledge that are helpful in the completion of academic tasks. The schools may continue to incorporate activities to enhance the students' academic motivation.

The highly significant correlation between a sense of belongingness and student academic motivation suggests that students with a strong sense of belonging are more likely to be academically motivated. It is recommended that school administrators and educators pay special attention to offering excellent instructional methods that promote students' sense of belongingness while simultaneously increasing their level of academic motivation. The findings suggest that the *perceived institutional support* domain in a sense of belongingness significantly predicts students' academic motivation. The researcher, therefore, endorses that the Department of Education may facilitate programs that may provide relevant information concerning the enhancement of institutional support in the manner best perceived by students. School activities should be implemented in a way that can strengthen academic motivation and therefore encourage students to do well in their studies. The conduct of future research is suggested on the sense of belongingness and students' academic motivation focusing on the gaps and instilling relevant points from this study. They can also look into additional aspects which impact the student's academic motivation that is not included in this research.

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