



Motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students in Sto. Niño District

Rohayna P. Udasan*¹, Cris John Bryan C. Dela Cruz, PhD²
^{1, 2} Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City
*Corresponding Author e-mail: rohayna.udasan@deped.gov.ph

Received: 08 May 2025

Revised: 21 May 2026; 06 July 2026; 11 July 2026

Accepted: 11 July 2026

Available Online: 12 July 2026

Volume V (2026), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor538>

Abstract

Aim: This study examined motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students in Sto. Niño District, Schools Division of South Cotabato. Specifically, it determined the levels of intrinsic and extrinsic motivation, behavioral, emotional, and cognitive engagement, and analyzed their relationships and predictive contribution to academic performance.

Methodology: The study employed a quantitative descriptive-correlational research design involving 254 Grade 7 students selected through proportional stratified sampling. Data were gathered using validated questionnaires and students' final grades in Social Studies. Statistical analyses included the mean, standard deviation, Pearson correlation, and multiple regression analysis.

Results: The findings revealed high levels of motivation for collaborative learning and student engagement, as well as a very satisfactory level of academic performance in Social Studies. Significant positive relationships were found between motivation and academic performance and between student engagement and academic performance. Among the variables examined, intrinsic motivation emerged as the strongest correlate and the only significant predictor of academic performance.

Conclusion: The study concludes that motivation and student engagement are important factors associated with academic performance in Social Studies, with intrinsic motivation demonstrating the strongest predictive contribution to academic performance. The findings underscore the importance of designing collaborative learning experiences that cultivate students' intrinsic interest, participation, and active engagement in learning. From an interdisciplinary perspective, the study offers implications for classroom instruction, curriculum planning, learner support strategies, and school-based educational interventions, particularly in strengthening Social Studies teaching and improving academic outcomes among learners in rural public school settings.

Keywords: *collaborative learning, intrinsic motivation, student engagement, academic performance, Social Studies, Grade 7 students*

INTRODUCTION

Academic performance remains a fundamental indicator of educational quality and student success. As education increasingly emphasizes learner-centered instruction and the development of twenty-first-century competencies, collaborative learning has emerged as an effective pedagogical approach for promoting critical thinking, communication, problem-solving, and active participation. Recent studies have demonstrated that collaborative learning enhances students' motivation, engagement, and academic achievement by encouraging meaningful interaction, shared responsibility, and knowledge construction (Han & Ellis, 2021; Cao & Yu, 2023; Cochon Drouet et al., 2023; Kasumi & Xhemaili, 2023).

Motivation and student engagement are widely recognized as key determinants of academic success within collaborative learning environments. Students with higher levels of motivation are more likely to participate actively in group activities, persist in learning tasks, and achieve better academic outcomes. Likewise, behavioral, emotional, and cognitive engagement promotes sustained participation, deeper learning, and improved academic performance



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

(Filippou et al., 2022; Howard et al., 2021; Li & Xue, 2023; Xu et al., 2024). These findings underscore the importance of examining how motivation and engagement collectively influence students' academic performance.

In the Philippine context, collaborative learning is consistent with the learner-centered philosophy of the K–12 Basic Education Curriculum, which promotes active, collaborative, and contextualized learning experiences. Recent Philippine studies have shown that collaborative learning improves students' engagement, self-efficacy, peer support, and academic achievement (Afable et al., 2022; Gaad, 2022). However, existing local research has focused primarily on senior high school students, online learning environments, or specific subject areas, leaving limited evidence regarding Grade 7 learners in Social Studies, particularly those in rural public secondary schools.

Despite the growing body of international and Philippine literature, important research gaps remain. Previous studies have generally examined collaborative learning, motivation, engagement, and academic performance independently or within higher education, urban schools, and online learning settings (Cochon Drouet et al., 2023; Li & Xue, 2023). Few studies have simultaneously investigated motivation for collaborative learning, students' behavioral, emotional, and cognitive engagement, and academic performance among Grade 7 Social Studies learners in rural public schools. Furthermore, limited research has integrated perspectives from educational psychology, collaborative pedagogy, Social Studies education, rural educational equity, and educational policy to provide a comprehensive understanding of these relationships.

Addressing these gaps is particularly important in Sto. Niño District, South Cotabato, where contextual factors such as instructional resources, classroom environments, and learners' educational experiences may influence the effectiveness of collaborative learning differently from urban settings. Generating localized evidence can support learner-centered instruction, school improvement initiatives, equitable curriculum implementation, and evidence-based educational decision-making in rural public secondary schools.

Therefore, this study examines the relationship among motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students in Sto. Niño District. Specifically, it investigates how motivation for collaborative learning relates to students' behavioral, emotional, and cognitive engagement and their predictive contribution to academic performance.

The findings are expected to contribute to educational research, instructional practice, and evidence-based decision-making by providing empirical evidence that may guide teachers, school administrators, curriculum developers, and policymakers in designing collaborative learning strategies that strengthen students' motivation, engagement, and academic achievement. Moreover, the study contributes to the limited literature on collaborative learning in rural Philippine secondary schools by examining the combined predictive contribution of motivation for collaborative learning and students' behavioral, emotional, and cognitive engagement to academic performance in Social Studies among Grade 7 learners. This interdisciplinary perspective integrates educational psychology, collaborative pedagogy, Social Studies education, rural educational equity, and educational policy to provide localized evidence for instructional improvement and educational decision-making.

Review of Related Literature and Studies

This section reviews recent literature on motivation for collaborative learning, student engagement, and academic performance from interdisciplinary perspectives in educational psychology, collaborative pedagogy, curriculum studies, Social Studies education, and rural educational equity. It synthesizes empirical findings, examines patterns of convergence and selected areas of divergence across existing studies, and identifies research gaps that justify the present investigation. The review provides the theoretical and empirical foundation for examining the relationship among motivation for collaborative learning, student engagement, and academic performance in Social Studies among Grade 7 learners in Sto. Niño District.

Motivation and Collaborative Learning

Motivation and student engagement are closely interconnected constructs that jointly influence students' participation and achievement in collaborative learning environments. Motivation encourages learners to initiate and sustain participation in collaborative activities, whereas engagement reflects their behavioral, emotional, and cognitive investment throughout the learning process. Research grounded in self-determination theory indicates that collaborative learning environments supporting autonomy, competence, and meaningful peer interaction foster both motivation and engagement, resulting in improved communication, persistence, higher-order thinking, and academic performance (Howard et al., 2021; Filippou et al., 2022; Vu et al., 2022). In the Philippine classroom context, Tiquis (2025) demonstrated that the Six Thinking Hats framework encouraged active learner participation, motivation, collaborative classroom interaction, and critical thinking, suggesting that structured interactive strategies can



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

simultaneously stimulate cognitive involvement and classroom engagement. Collectively, these findings suggest that motivation and engagement function as complementary processes that enhance learning outcomes.

Student Engagement and Academic Performance

Student engagement is widely recognized as a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions that collectively influence learning and academic achievement. Behavioral engagement reflects active participation in learning activities, emotional engagement refers to students' sense of belonging and positive attitudes toward learning, and cognitive engagement involves sustained mental effort and self-regulation. Philippine classroom-based evidence similarly suggests that learner-centered and interactive environments can promote participation, collaboration, creativity, and positive learning experiences. Abenojar et al. (2025), for instance, found that play-based classroom approaches fostered learner engagement, creativity, collaboration, and enjoyment, illustrating how active and socially interactive learning experiences may strengthen learners' involvement in classroom activities. Recent evidence further indicates that collaborative learning environments strengthen these dimensions by promoting meaningful interaction, active participation, and knowledge construction, thereby improving academic performance (Wong & Liem, 2022; Li & Xue, 2023; Xu et al., 2024).

Motivation for Collaborative Learning and Engagement

Motivation and student engagement are closely interconnected constructs that jointly influence students' participation and achievement in collaborative learning environments. Motivation encourages learners to initiate and sustain participation in collaborative activities, whereas engagement reflects their behavioral, emotional, and cognitive investment throughout the learning process. Research grounded in self-determination theory indicates that collaborative learning environments supporting autonomy, competence, and meaningful peer interaction foster both motivation and engagement, resulting in improved communication, persistence, higher-order thinking, and academic performance (Howard et al., 2021; Vu et al., 2022; Wong & Liem, 2022). Collectively, these findings suggest that motivation and engagement function as complementary processes that enhance learning outcomes.

Research Gaps in the Literature

Despite substantial international and Philippine literature, important research gaps remain. Existing studies have generally examined collaborative learning, motivation, engagement, and academic performance independently or within higher education, urban schools, and technology-supported learning environments. Philippine studies have likewise focused primarily on senior high school students, online learning, or specific subject areas, leaving limited evidence on Grade 7 Social Studies learners in rural public secondary schools. Furthermore, few studies have simultaneously examined motivation for collaborative learning, students' behavioral, emotional, and cognitive engagement, and academic performance within a single conceptual framework, particularly in rural educational settings where contextual factors may influence learning outcomes differently.

Synthesis and Justification for the Study

The reviewed literature consistently demonstrates that motivation for collaborative learning and student engagement are important determinants of academic performance. Educational psychology emphasizes that motivated learners are more likely to participate actively and persist in learning tasks, while collaborative pedagogy highlights the value of peer interaction, shared responsibility, and active knowledge construction in promoting meaningful learning. Likewise, studies on student engagement identify behavioral, emotional, and cognitive engagement as essential mechanisms that support academic success. Although previous research provides substantial evidence supporting these relationships, most studies have examined these constructs separately or within higher education, urban schools, online learning environments, or senior high school contexts. Consequently, empirical evidence remains limited regarding the predictive contribution of motivation for collaborative learning and multidimensional student engagement to the academic performance of Grade 7 Social Studies learners in rural public secondary schools. This gap justifies the present study, which investigates these relationships among Grade 7 students in Sto. Niño District to provide localized evidence that may inform learner-centered instruction, curriculum implementation, educational equity, and evidence-based educational decision-making.



Theoretical Framework

This study is anchored on Vygotsky's Social Constructivist Theory (1978), Deci and Ryan's Self-Determination Theory (1985, 2000), and Kearsley and Shneiderman's Engagement Theory (1998). Social Constructivist Theory posits that knowledge is constructed through social interaction and collaboration, providing the pedagogical foundation for collaborative learning. Self-Determination Theory explains that students are more motivated when their needs for autonomy, competence, and relatedness are satisfied, thereby fostering intrinsic and extrinsic motivation for collaborative learning. Engagement Theory further suggests that meaningful learning occurs when students actively participate in collaborative and authentic learning tasks, leading to behavioral, emotional, and cognitive engagement. Collectively, these theories provide the theoretical foundation for the study by explaining the relationships among motivation for collaborative learning, student engagement, and academic performance in Social Studies. They justify the selection of the study variables and their indicators, support the examination of their relationships using a descriptive-correlational research design, and provide the theoretical lens for interpreting the study findings.

Conceptual Framework

Figure 1

Conceptual Framework of the Study

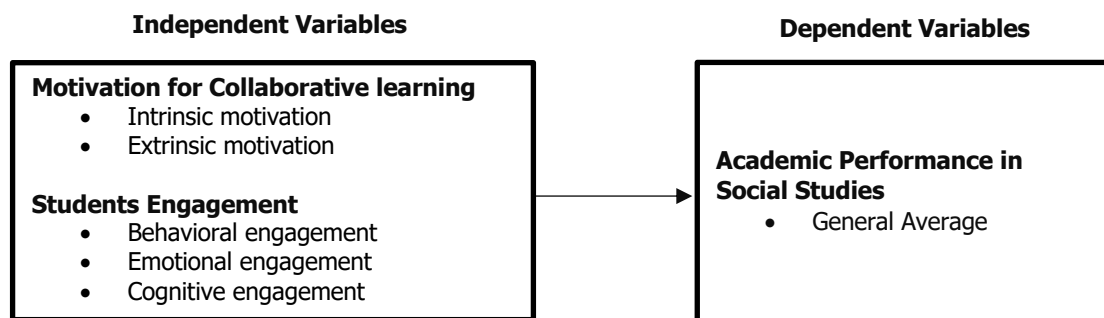


Figure 1 illustrates the conceptual framework of the study. Guided by Vygotsky's Social Constructivist Theory, Deci and Ryan's Self-Determination Theory, and Kearsley and Shneiderman's Engagement Theory, the framework depicts the relationships among motivation for collaborative learning, student engagement, and academic performance in Social Studies. It serves as the basis for examining these relationships through a descriptive-correlational research design.

Statement of the Problem

Motivation for collaborative learning and student engagement are important educational factors that influence learners' academic performance. In Social Studies, collaborative learning provides opportunities for students to participate in shared tasks, exchange ideas, develop critical thinking, and build deeper understanding of lessons through interaction with peers. At the same time, students' engagement—whether behavioral, emotional, or cognitive—plays a crucial role in sustaining participation, interest, and effort in academic tasks. These dimensions are particularly important in the context of Grade 7 learners, whose foundational learning experiences may significantly shape later academic performance.

Although previous studies have examined motivation, engagement, and academic achievement, limited research has explored how motivation for collaborative learning and students' engagement interact with academic performance among Grade 7 students in rural public school settings, particularly in Social Studies. In Sto. Niño District, where classroom contexts and learning conditions may differ from those of urban or better-resourced schools, there is a need to examine these variables to better understand the factors associated with students' academic outcomes. This study was therefore conducted to determine the levels of motivation for collaborative learning and students' engagement, assess academic performance in Social Studies, and examine the relationships and predictive contribution of these variables to academic performance among Grade 7 students in Sto. Niño District.



Research Objectives

General Objective

To examine the motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students in Sto. Niño District.

Specific Objectives

Specifically, this study aimed:

1. To determine the level of motivation for collaborative learning among Grade 7 students in terms of:
 - 1.1 intrinsic motivation; and
 - 1.2 extrinsic motivation.
2. To determine the level of students' engagement in academic activities among Grade 7 students in terms of:
 - 2.1 behavioral engagement;
 - 2.2 emotional engagement; and
 - 2.3 cognitive engagement.
3. To determine the academic performance of Grade 7 students in Social Studies.
4. To examine the significant relationship between:
 - 4.1 motivation for collaborative learning and academic performance; and
 - 4.2 students' engagement and academic performance.
5. To determine whether motivation for collaborative learning and students' engagement significantly predict the academic performance of Grade 7 students in Social Studies.

Research Questions

This study sought answers to the following questions:

1. What is the level of motivation for collaborative learning among Grade 7 students in terms of:
 - 1.1 intrinsic motivation; and
 - 1.2 extrinsic motivation?
2. What is the level of students' engagement in academic activities among Grade 7 students in terms of:
 - 2.1 behavioral engagement;
 - 2.2 emotional engagement; and
 - 2.3 cognitive engagement?
3. What is the academic performance of Grade 7 students in Social Studies?
4. Is there a significant relationship between:
 - 4.1 motivation for collaborative learning and academic performance; and
 - 4.2 students' engagement and academic performance?
5. Do motivation for collaborative learning and students' engagement significantly predict the academic performance of Grade 7 students in Social Studies?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H₀₁: There is no significant relationship between:

1. motivation for collaborative learning and academic performance; and
2. students' engagement and academic performance.

H₀₂: Motivation for collaborative learning and students' engagement do not significantly predict the academic performance of Grade 7 students in Social Studies.

METHODS

Research Design

The study utilized a quantitative, non-experimental descriptive-correlational research design. This design was appropriate because it described the levels of motivation for collaborative learning, student engagement, and academic performance in Social Studies, and examined the relationships among these variables without manipulating them (Creswell & Creswell, 2018). Specifically, the descriptive component was used to determine the levels of the study



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

variables, while the correlational component assessed the strength and direction of their relationships (Field, 2018). The design also enabled the examination of the predictive contribution of motivation for collaborative learning and student engagement to academic performance using multiple regression analysis. By integrating concepts from educational psychology, collaborative pedagogy, and Social Studies education, the study provided an empirical basis for examining how motivation for collaborative learning and student engagement are associated with academic performance in Social Studies.

Research Locale

This study was conducted in five public secondary schools in Sto. Niño District, Municipality of Sto. Niño, South Cotabato, involving Grade 7 students. The district is a predominantly rural area with a largely agricultural economy, where learners come from diverse barangays and socioeconomic backgrounds. The locale was selected because it provides an appropriate setting for examining motivation for collaborative learning, student engagement, and academic performance in Social Studies within a rural public-school context. The participating schools collectively represent the public secondary schools in the district, making the locale suitable for investigating the study variables under comparable educational conditions.

Population and Sampling

The study population consisted of 744 Grade 7 students enrolled in five public secondary schools in Sto. Niño District, South Cotabato. Using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution, the required sample size was 254 respondents.

A proportional stratified sampling technique was employed, with the five participating schools serving as the strata. The sample was proportionally allocated according to the Grade 7 population of each school, as presented in Table 1, to obtain a representative distribution of respondents across the participating schools. Respondents were included if they were officially enrolled in Grade 7, present during the data collection period, and had signed Student Assent Forms and Parent/Guardian Informed Consent Forms prior to participation in the study.

Table 1

Sample Size of the Respondents

Name of Schools	Total Population of Schools	Percentages of Total Population for Each School	Sample Size
Sto. Niño National High School	458	61.6%	156
Panay National High School	116	15.6%	40
Sto. Niño National School of Arts and Trades	67	9.0%	23
Guinsang-an National High School	56	7.5%	19
Katipunan National High School	47	6.3%	16
Total	744	100%	254

Instrument

The study utilized a standardized questionnaire adapted from Xiong et al. (2015) to measure motivation for collaborative learning and from Reeve (2013) to measure student engagement. The questionnaire comprised 35 items using a 5-point Likert scale, with response categories ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The motivation for collaborative learning scale consisted of 20 items, including 10 items for intrinsic motivation and 10 items for extrinsic motivation. The student engagement scale consisted of 15 items, with 5 items each measuring behavioral engagement, emotional engagement, and cognitive engagement.

The adapted instruments were selected because they had established validity and reliability in previous studies. To ensure their suitability for the present study, selected items were revised in wording and expression to improve clarity and appropriateness for Grade 7 learners and the local educational context while preserving the original constructs. No additional constructs were introduced.



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**
P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

Content validity was established through expert evaluation by six specialists in education and the social sciences, who assessed the questionnaire for clarity, relevance, coherence, and cultural appropriateness. The instrument was subsequently pilot-tested, yielding Cronbach's alpha coefficients of 0.92 for the motivation for collaborative learning scale and 0.91 for the student engagement scale, indicating high internal consistency. Academic performance was measured using the students' final General Average in Social Studies obtained from official school records with the necessary permissions.

Data Collection

The researchers first secured approval to conduct the study from the Dean of the Graduate School of Sultan Kudarat State University, followed by permission from the Department of Education (DepEd) Schools Division of South Cotabato and the school heads of the participating public secondary schools. Prior to data collection, the research instrument underwent expert validation and pilot testing, and the necessary revisions were made based on the results.

Before administering the questionnaire, Parent/Guardian Informed Consent Forms and Student Assent Forms were secured from all participants. Data collection was conducted from September to October 2025 in the five participating public secondary schools in coordination with the school administrators and teachers. The questionnaires were administered to the selected Grade 7 students, who were given sufficient time to complete the survey. Upon completion, the questionnaires were collected, checked for completeness, coded, and prepared for statistical analysis. Throughout the data collection process, the confidentiality, anonymity, and voluntary participation of the respondents were strictly maintained.

Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Mean and standard deviation were used to determine the levels and variability of motivation for collaborative learning, student engagement, and academic performance in Social Studies, as measured by the students' final General Average in the subject. Pearson Product-Moment Correlation Coefficient (r) was employed to determine the strength and direction of the relationships among the study variables. Multiple regression analysis was used to determine the extent to which motivation for collaborative learning and student engagement significantly predicted academic performance in Social Studies.

Ethical Considerations

The study strictly adhered to established ethical standards throughout the research process. Prior to data collection, approval to conduct the study was obtained from the Dean of the Graduate School of Sultan Kudarat State University, the Department of Education (DepEd) Schools Division of South Cotabato, and the school heads of the participating public secondary schools. Because the respondents were Grade 7 students (minors), Parent/Guardian Informed Consent Forms and Student Assent Forms were secured prior to their participation. Participation was voluntary, and the purpose of the study, research procedures, participants' rights, and their right to withdraw at any time without penalty were clearly explained to the parents or guardians and the student participants.

The researcher ensured the confidentiality and anonymity of the participants by securely handling the data and presenting the findings only in aggregate form. The study posed minimal risk and prioritized the welfare and protection of the participants throughout the research process. Academic integrity was upheld through proper citation of all sources and by ensuring that no data were fabricated, falsified, or misrepresented. The research was conducted objectively and free from conflicts of interest, thereby maintaining the credibility and trustworthiness of the findings.



RESULTS AND DISCUSSION

Level of Grade 7 Students' Motivation for Collaborative Learning

Motivation for collaborative learning was examined through two dimensions: intrinsic motivation and extrinsic motivation. These dimensions describe the extent to which Grade 7 students are internally driven by interest and enjoyment and externally influenced by rewards, recognition, or social expectations when participating in collaborative learning activities in Social Studies.

Table 2

Level of Grade 7 Students' Motivation for Collaborative Learning

Types	Mean	Standard Deviation	Descriptive Level
Intrinsic Motivation	4.04	0.95	High
Extrinsic Motivation	4.04	0.94	High
Grand Mean	4.04	0.95	High

Legend

Range of Means	Descriptive Level
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

The results indicate that Grade 7 students demonstrated a high level of motivation for collaborative learning, obtaining an overall mean of 4.04 (SD = 0.95). Both intrinsic motivation (M = 4.04, SD = 0.95) and extrinsic motivation (M = 4.04, SD = 0.94) obtained identical mean ratings, indicating that students were motivated by both personal interest in learning and external encouragement during collaborative learning activities.

The identical mean scores suggest that intrinsic and extrinsic motivation coexist rather than operate independently in supporting collaborative learning. At the Grade 7 level, learners are likely to participate in collaborative Social Studies activities because they enjoy interacting with classmates while also responding positively to teacher encouragement, recognition, and shared academic goals. Collaborative tasks such as group discussions, interpretation of social issues, and problem-solving activities provide opportunities for learners to develop personal interest while fulfilling social and academic expectations. These findings are consistent with recent studies showing that cooperative learning environments strengthen students' motivation by promoting meaningful participation, positive peer interaction, and shared responsibility (Filippou et al., 2022; Han & Ellis, 2021).

The findings further imply that sustaining both intrinsic and extrinsic motivation may sustain students' participation in collaborative learning and support long-term academic development. However, because intrinsic motivation originates from learners' personal interest and enjoyment, it is more likely to promote persistence, deeper learning, and long-term academic engagement. These findings provide evidence that collaborative pedagogy can support learner motivation in Social Studies while highlighting the importance of designing learning experiences that foster students' internal interest in learning.



Level of Grade 7 Students' Engagement in Academic Activities

Student engagement was examined through three dimensions: behavioral, emotional, and cognitive engagement. These dimensions describe the extent to which learners actively participate in classroom activities, develop positive emotional connections with learning, and invest mental effort in understanding lesson content.

Table 3

Level of Grade 7 Students' Engagement in Academic Activities

Types	Mean	Standard Deviation	Descriptive Level
Behavioral Engagement	4.22	0.61	Very High
Emotional Engagement	4.14	0.61	High
Cognitive Engagement	4.09	0.63	High
Grand Mean	4.15	0.54	High

Legend

Range of Means	Descriptive Level
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

Table 3 shows that Grade 7 students demonstrated a high level of engagement in academic activities, with an overall mean of 4.15 ($SD = 0.54$). Behavioral engagement obtained the highest mean ($M = 4.22$, $SD = 0.61$), corresponding to a Very High descriptive level, whereas emotional engagement ($M = 4.14$, $SD = 0.61$) and cognitive engagement ($M = 4.09$, $SD = 0.63$) were both rated High. The relatively low standard deviations indicate that students' responses were generally consistent across the three engagement dimensions.

The very high behavioral engagement suggests that students consistently participated in classroom discussions, completed collaborative activities, and complied with classroom expectations. This pattern may reflect the structured implementation of collaborative learning in Social Studies, where learners are encouraged to exchange ideas and accomplish group tasks. The comparatively lower ratings for emotional and cognitive engagement suggest that while students actively participated, they differed in the extent to which they developed deeper emotional connections with learning and applied higher-order thinking during collaborative activities. Similar findings were reported by Sun et al. (2022) and Han and Ellis (2021), who found that meaningful collaborative learning enhances behavioral participation while deeper cognitive engagement depends on instructional design and meaningful peer interaction.

These findings further suggest that active classroom participation alone does not necessarily result in equally strong cognitive engagement. Within Social Studies instruction, Grade 7 learners may participate willingly in collaborative tasks but still require structured opportunities to develop inquiry, critical thinking, and evidence-based reasoning. Consequently, instructional strategies that emphasize collaborative inquiry, reflective discussion, and problem-solving may strengthen emotional and cognitive engagement, particularly in rural public-school settings where collaborative learning can maximize available learning resources.



Academic Performance of Grade 7 Students in Social studies

Academic performance reflects the extent to which students attain the intended learning competencies in Social Studies. Examining students' performance across the participating schools provides an overview of their academic achievement and helps identify possible variations in learning outcomes within the district.

Table 4

Academic Performance of Grade 7 Students in Social Studies

Schools	Mean	Standard Deviation	Descriptive Level
GNHS	87.60	3.86	Very Satisfactory
KNHS	91.90	3.05	Outstanding
PNHS	81.50	5.27	Satisfactory
SNNHS	88.20	3.92	Very Satisfactory
SNNSAT	82.20	3.90	Satisfactory
Grand Mean	86.28	4.00	Very Satisfactory

Legend

Range of Grades	Descriptive Level
90–100	Outstanding
85–89	Very Satisfactory
80–84	Satisfactory
75–79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

Table 4 presents the academic performance of Grade 7 students in Social Studies across the participating schools in Sto. Niño District. Academic performance reflects the extent to which learners attained the expected learning competencies in the subject and provides an overview of variations in achievement across the participating schools.

The results show that the respondents obtained an overall mean academic performance of 86.28 (SD = 4.00), interpreted as Very Satisfactory. Among the participating schools, Katipunan National High School (KNHS) recorded the highest mean score (M = 91.90, SD = 3.05), corresponding to an Outstanding level, whereas Panay National High School (PNHS) obtained the lowest mean (M = 81.50, SD = 5.27), which was interpreted as Satisfactory. Guinsang-an National High School (GNHS) (M = 87.60, SD = 3.86) and Sto. Niño National High School (SNNHS) (M = 88.20, SD = 3.92) both achieved a Very Satisfactory level of performance, while Sto. Niño National School of Arts and Trades (SNNSAT) (M = 82.20, SD = 3.90) was likewise rated Satisfactory. The relatively small standard deviations indicate that students' academic performance within each school was generally consistent, although PNHS exhibited comparatively greater variability in achievement.

The overall Very Satisfactory level suggests that Grade 7 students generally attained the expected learning competencies in Social Studies despite differences in school-level performance. The variation observed among schools may reflect differences in instructional implementation, classroom learning experiences, and opportunities for collaborative learning rather than learner ability alone. In rural public-school settings, contextual factors such as instructional resources, classroom climate, and teacher support may influence how learners engage with Social Studies concepts and ultimately affect their academic achievement. These findings are consistent with recent evidence emphasizing that supportive learning environments, effective instructional practices, and equitable educational opportunities contribute substantially to improved student achievement across diverse educational settings.

The findings further underscore the importance of strengthening collaborative and inquiry-based instructional practices in Social Studies. Because the subject emphasizes discussion, analysis of social issues, evidence-based reasoning, and civic understanding, providing meaningful opportunities for learner interaction may enhance both engagement and academic performance. For rural public schools, promoting collaborative learning together with equitable access to quality instruction may help reduce performance disparities among schools while supporting deeper and more meaningful learning experiences. Overall, the findings demonstrate that Grade 7 students have generally achieved the expected standards in Social Studies, while continued instructional improvement and supportive classroom environments may further enhance academic outcomes across the district.



Relationship between Motivation for Collaborative Learning, Students' Engagement, and Academic Performance

The relationship between motivation, engagement, and academic performance highlights how these variables are connected. Understanding these relationships helps determine whether students who are more motivated and engaged tend to perform better academically.

Table 5

Relationship between Motivation for Collaborative Learning, Students' Engagement, and Academic Performance

	Mean	SD	Academic Achievement	
			r	p-Value
Academic Performance	86.28	4.00		
Motivation for Collaborative Learning	4.032	0.511	0.183**	0.003
Intrinsic Motivation	4.040	0.950	0.203***	<.001
Extrinsic Motivation	4.040	0.940	0.133*	0.034
Students' Engagement	4.137	0.578	0.148*	0.018
Behavioral Engagement	4.220	0.610	0.134*	0.032
Emotional Engagement	4.140	0.610	0.125*	0.047
Cognitive Engagement	4.090	0.630	0.137*	0.029

Note. $\alpha = 0.05$ level of significance

Table 5 presents the relationships between motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students. The findings revealed that motivation for collaborative learning was significantly and positively associated with academic performance ($r = .183$, $p = .003$). Likewise, intrinsic motivation demonstrated a significant positive relationship with academic performance ($r = .203$, $p < .001$), whereas extrinsic motivation showed a weaker but still significant relationship ($r = .133$, $p = .034$). These findings indicate that students who reported higher levels of motivation for collaborative learning generally tended to achieve better academic performance in Social Studies. However, the correlation coefficients were weak, suggesting that motivation shows a positive relationship with academic achievement but accounts for only a limited proportion of the variation in students' academic performance.

Similarly, student engagement was significantly related to academic performance ($r = .148$, $p = .018$). Behavioral engagement ($r = .134$, $p = .032$), emotional engagement ($r = .125$, $p = .047$), and cognitive engagement ($r = .137$, $p = .029$) also demonstrated statistically significant positive relationships with academic performance. Although these relationships were modest in magnitude, they indicate that students who actively participate in classroom activities, develop positive attitudes toward learning, and invest greater cognitive effort generally perform better in Social Studies.

The relatively weak correlations suggest that although motivation and engagement are meaningful educational factors, academic performance is likely related to multiple learner, instructional, and contextual-related factors. Consequently, statistical significance should not be interpreted as evidence of a strong practical effect but rather as indicating that motivation and engagement are associated with academic achievement while other factors also contribute to students' learning outcomes. These findings are consistent with the work of Slof et al. (2021), who reported that learner engagement contributes positively to achievement in collaborative learning environments but operates alongside other learner and group characteristics. Likewise, Okolie et al. (2021) concluded that collaborative learning enhances academic outcomes when supported by meaningful learner participation, effective instructional practices, and sustained motivation.

Within the context of Social Studies in rural public schools, these findings highlight the importance of designing collaborative learning experiences that encourage active participation, meaningful discussion, and critical examination of social issues. At the same time, the modest strength of the observed relationships indicates that improving academic



performance requires not only strengthening students' motivation and engagement but also enhancing instructional quality, classroom support, and equitable learning opportunities. These findings contribute to the growing body of research by demonstrating that motivation for collaborative learning and student engagement are positively associated with academic performance among Grade 7 learners in a rural public-school setting. Nevertheless, these correlational findings should be interpreted alongside the multiple regression analysis presented in the succeeding section, which identifies the unique predictive contribution of each predictor after controlling for the influence of the other variables.

Multiple Regression Analysis of Motivation for Collaborative Learning and Students' Engagement as Predictors of Academic Performance

Multiple regression analysis was used to determine which variables significantly predicted academic performance. This analysis determined whether motivation and engagement significantly predicted students' academic performance in Social Studies.

Table 6

Multiple Regression Analysis of Motivation for Collaborative Learning and Students' Engagement as Predictors of Academic Performance

Variables	Academic Performance				
	<i>B</i>	Std. Error	β	<i>t</i>	<i>Sig.</i>
(Constant)	71.039	4.783	—	14.854	.000
Intrinsic Motivation	3.145	1.408	.189	2.234	.026*
Extrinsic Motivation	-0.482	1.415	-.031	-0.341	.734
Behavioral Engagement	0.646	1.226	.046	0.527	.599
Emotional Engagement	-0.014	1.447	-.001	-0.010	.992
Cognitive Engagement	0.412	1.430	.030	0.288	.774
R	.212				
R ²	.045				
Adjusted R ²	.025				
F	2.333				
Sig.	.043				

Note. Dependent Variable: Academic Performance. $p < .05$.

Table 6 presents the results of the multiple regression analysis examining the predictive contribution of motivation for collaborative learning and students' engagement on the academic performance of Grade 7 students in Social Studies. The overall regression model was statistically significant ($F = 2.333$, $p = .043$), indicating that the predictor variables collectively explained a significant proportion of the variance in academic performance. The model yielded an R value of .212, indicating a weak positive relationship between the combined predictors and academic performance. Likewise, the R^2 value of .045 indicates that approximately 4.5% of the variance in academic performance was explained by intrinsic motivation, extrinsic motivation, behavioral engagement, emotional engagement, and cognitive engagement. The adjusted R^2 value of .025 further suggests that although the model reached statistical significance, the explanatory power of the model was relatively limited, indicating that students' academic performance is associated with numerous learner, instructional, and contextual-related factors beyond those included in the present study.

Among the five predictor variables, intrinsic motivation emerged as the only statistically significant predictor of academic performance ($B = 3.145$, $\beta = .189$, $t = 2.234$, $p = .026$). This finding indicates that, after controlling for the effects of the other variables, students with higher intrinsic motivation tended to achieve better academic performance in Social Studies. In contrast, extrinsic motivation ($p = .734$), behavioral engagement ($p = .599$), emotional engagement ($p = .992$), and cognitive engagement ($p = .774$) did not significantly predict academic performance when entered simultaneously into the regression model.



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

The findings further demonstrate that although motivation for collaborative learning and student engagement were significantly associated with academic performance in the correlation analysis, only intrinsic motivation remained a significant predictor after controlling for the shared influence of the other variables. This suggests that the effects of extrinsic motivation and the three engagement dimensions may overlap with intrinsic motivation, thereby reducing their independent explanatory contribution in the regression model. Furthermore, the relatively small coefficient of determination indicates that academic performance is influenced by numerous learner, classroom, and school-related factors beyond those examined in the present study. Similar findings were reported by Slof et al. (2021), who observed that engagement contributes to academic achievement together with learner and group characteristics, rather than functioning as an independent predictor. Likewise, Okolie et al. (2021) concluded that collaborative learning improves academic outcomes when supported by meaningful learner participation, effective instructional practices, and sustained intrinsic motivation.

These findings suggest that collaborative learning interventions in Social Studies should prioritize strategies that strengthen learners' intrinsic interest, autonomy, and meaningful participation rather than relying solely on external incentives or classroom participation. The study contributes to educational psychology, collaborative pedagogy, and Social Studies education by demonstrating that while motivation and engagement are positively associated with academic performance, intrinsic motivation provides the strongest unique contribution to academic achievement among the variables examined. This distinction offers practical evidence for teachers, school leaders, and curriculum planners in designing learner-centered instructional approaches that support academic success in rural public-school settings.

Conclusion

This study examined the relationship among motivation for collaborative learning, students' engagement, and academic performance in Social Studies among Grade 7 students in Sto. Niño District. The findings revealed that students generally demonstrated high levels of both intrinsic and extrinsic motivation for collaborative learning, as well as high levels of behavioral, emotional, and cognitive engagement. Academic performance in Social Studies was also found to be very satisfactory across the participating schools.

The results further showed that motivation for collaborative learning and students' engagement were positively and significantly related to academic performance, although the relationships were weak. Among the dimensions of motivation, intrinsic motivation had the strongest positive relationship with academic performance. Multiple regression analysis further established that intrinsic motivation was the only significant predictor of academic performance when motivation and engagement variables were examined together. This suggests that intrinsic motivation demonstrated the strongest predictive contribution to academic performance in Social Studies compared with external rewards or the general engagement indicators examined in this study.

From an interdisciplinary perspective, the study contributes to the integration of educational psychology, collaborative pedagogy, and classroom-based Social Studies instruction by showing how internal motivational processes and learner engagement relate to academic outcomes in a rural public-school setting. The findings provide useful evidence for educators, school leaders, and researchers seeking to strengthen collaborative learning environments, support learner motivation, and improve academic performance among early adolescent learners in underserved educational contexts.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. Teachers may design collaborative learning activities that are meaningful, developmentally appropriate, and connected to real-life Social Studies issues in order to strengthen students' intrinsic motivation, participation, and personal interest in learning.
2. Social Studies teachers may incorporate discussion-based, inquiry-based, and problem-solving tasks that encourage students to think critically, share perspectives, and actively construct understanding with peers.
3. School heads and instructional leaders may support teacher development programs focused on collaborative pedagogy, learner motivation, and classroom engagement strategies, particularly in rural public school settings.
4. Educators may provide supportive classroom conditions that foster autonomy, constructive feedback, peer interaction, and a sense of competence, as these may help sustain students' intrinsic motivation and engagement in academic tasks.
5. Schools may review classroom practices and learner support strategies across grade levels to identify ways of improving academic performance in Social Studies, especially for students who may require additional motivation or academic assistance.



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

6. Future researchers may examine other factors associated with academic performance, such as teacher practices, classroom climate, parental involvement, learning resources, or school support systems, and may also consider comparative or mixed-method studies to deepen understanding of motivation, engagement, and achievement in rural and urban learning contexts.

References

- Abenojar, M. B., Dones, V. T., Tiquis, M. V. V., Velasco, J. B., Sanchez, R. D., Pangilinan, A. M., Sanchez, A. M. P., Belgica, J. K. P., & Sanchez, J. J. D. (2025). Exploring perceptions on play-based kindergarten classrooms: Benefits and challenges from parents, pupils, and teachers. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1676-1683. <https://doi.org/10.63498/etcor396>
- Afable, T. M. M., Lamberto, J. C. D., Ng, T. A. N. P., Umandap, A. N. S., & Arcinas, M. M. (2022). *SHS students' engagement in online synchronous collaborative learning activities: Correlations with self-efficacy, peer social support, well-being and academic performance*. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(6), 1128-1138. <https://doi.org/10.11594/ijmaber.03.06.16>
- Cao, W., & Yu, Z. (2023). Exploring learning outcomes, communication, anxiety, and motivation in learning communities: A systematic review. *Humanities and Social Sciences Communications*, 10, Article 866. <https://doi.org/10.1057/s41599-023-02325-2>
- Cochon Drouet, O., Lentillon-Kaestner, V., & Margas, N. (2023). Effects of the jigsaw method on student educational outcomes: Systematic review and meta-analyses. *Frontiers in Psychology*, 14, Article 1216437. <https://doi.org/10.3389/fpsyg.2023.1216437>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Filippou, D., Buchs, C., Quiamzade, A., & Pulfrey, C. (2022). Understanding motivation for implementing cooperative learning methods: A value-based approach. *Social Psychology of Education*, 25(1), 169-208. <https://doi.org/10.1007/s11218-021-09666-3>
- Gaad, A. L. V. (2022). The effects of online collaborative learning on student achievement and engagement. *IAFOR Journal of Education*, 10(3), 31-49. <https://doi.org/10.22492/ije.10.3.02>
- Han, F., & Ellis, R. A. (2021). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, 31(4), 2371-2391. <https://doi.org/10.1080/10494820.2021.1884886>
- Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, 16(6), 1300-1323. <https://doi.org/10.1177/1745691620966789>
- Kasumi, H., & Xhemaili, M. (2023). Student motivation and learning: The impact of collaborative learning in English as foreign language classes. *International Journal of Cognitive Research in Science, Engineering and Education*, 11(2), 301-309. <https://doi.org/10.23947/2334-8496-2023-11-2-301-309>
- Kearsley, G., & Shneiderman, B. (1998). *Engagement theory: A framework for technology-based teaching and learning*. *Educational Technology*, 38(5), 20-23. <https://www.jstor.org/stable/44428478>
- Li, J., & Xue, E. (2023). Dynamic interaction between student learning behaviour and learning environment: Meta-analysis of student engagement and its influencing factors. *Behavioral Sciences*, 13(1), Article 59. <https://doi.org/10.3390/bs13010059>
- Okolie, U. C., Mlangi, S., Oyerinde, D. O., Olaniyi, N. O., & Chucks, M. E. (2021). Collaborative learning and student engagement in practical skills acquisition. *Innovations in Education and Teaching International*, 59(6), 730-741. <https://doi.org/10.1080/14703297.2021.1929395>



**International Journal of Open-access,
Interdisciplinary and New Educational
Discoveries of ETCOR Educational
Research Center (iJOINED ETCOR)**

P - ISSN 2984-7567; E - ISSN 2945-3577



**National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312**

**PRC-CPD Accredited Provider:
PTR-2025-749**

- Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of Educational Psychology*, 105(3), 579–595. <https://doi.org/10.1037/a0032690>
- Slof, B., van Leeuwen, A., Janssen, J., & Kirschner, P. A. (2021). Mine, ours, and yours: Whose engagement and prior knowledge affects individual achievement from online collaborative learning? *Journal of Computer Assisted Learning*, 37(1), 39–50. <https://doi.org/10.1111/jcal.12466>
- Sun, J., Anderson, R. C., Lin, T.-J., Morris, J. A., Miller, B. W., Ma, S., Nguyen-Jahiel, K., & Scott, T. (2022). Children's engagement during collaborative learning and direct instruction. *Contemporary Educational Psychology*, 69, 102061. <https://doi.org/10.1016/j.cedpsych.2022.102061>
- Tiquis, M. V. V. (2025). The Six HATS of HOTS: Enabling teachers to use Six Thinking Hats for Reading Enhancement. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(4), 34–41. <https://doi.org/10.63498/etcor472>
- Vu, T., Magis-Weinberg, L., Jansen, B. R. J., van Atteveldt, N., Janssen, T. W. P., Lee, N. C., van der Maas, H. L. J., Raijmakers, M. E. J., Sachisthal, M. S. M., & Meeter, M. (2022). Motivation-achievement cycles in learning: A literature review and research agenda. *Educational Psychology Review*, 34(1), 39–71. <https://doi.org/10.1007/s10648-021-09616-7>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wong, Z. Y., & Liem, G. A. D. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, 34(1), 107–138. <https://doi.org/10.1007/s10648-021-09628-3>
- Xiong, Y., So, H.-J., & Toh, Y. (2015). Assessing learners' perceived readiness for computer-supported collaborative learning (CSCL): A study on initial development and validation. *Journal of Computing in Higher Education*, 27(3), 215–239. <https://doi.org/10.1007/s12528-015-9102-9>
- Xu, B., Stephens, J. M., & Lee, K. (2024). Assessing student engagement in collaborative learning: Development and validation of a new measure in China. *The Asia-Pacific Education Researcher*, 33, 395–405. <https://doi.org/10.1007/s40299-023-00737-x>