**An Exploratory Study on the Correlation Between Motivation, Self-esteem, and Filipino Language Proficiency of Junior High School Students**

**ABSTRACT**

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| --- |
| **Aims:** This study investigated the relationship between levels of motivation (intrinsic and extrinsic), self-esteem (identity, belonging, purpose, and competence), and Filipino language proficiency among Junior High School students.  **Study design:** A descriptive-correlational research design was employed to explore the possible associations among the variables.  **Place and Duration of Study:** The study was conducted at San Isidro College, Malaybalay City, Bukidnon, Philippines, during the academic year 2024–2025.  **Methodology:** A total of 213 Junior High School students from Grades 7 to 10 were selected through simple random sampling. Data were gathered using an adapted and researcher-made questionnaire that measured intrinsic and extrinsic motivation, self-esteem in terms of identity, belonging, purpose, and competence, as well as the students’ Filipino language proficiency. The research instrument was validated by experts to ensure content accuracy and clarity, and a pilot test involving 42 students was conducted, yielding acceptable reliability coefficients (ranging from α = .750 to α = .920). Descriptive statistics were used to describe student levels, while Pearson correlation analysis was conducted to determine relationships among variables.  **Results:** The results revealed high levels of motivation among students, with intrinsic motivation *(M = 4.13, SD = 0.46)* and extrinsic motivation *(M = 4.08, SD = 0.54)* having an overall mean of 4.11 *(SD = 0.50).* Self-esteem also resulted as high across the dimensions of identity *(M = 4.11, SD = 0.59)*, belonging *(M = 4.06, SD = 0.60)*, purpose *(M = 4.05, SD = 0.59)*, and competence *(M = 4.05, SD = 0.61)*, having an overall mean of 4.06 *(SD = 0.03)*. However, the students’ Filipino language proficiency was generally low *(M = 2.76, SD = 1.17)*, with vocabulary *(M = 2.63)*, mechanics *(M = 2.69)*, grammar *(M = 2.78),* and organization *(M = 2.64)* all falling within the low range. Only content scored moderately *(M = 3.08, SD = 1.17)*. Furthermore, based on total proficiency scores, 5.16% of students fell under the very low level of proficiency, 25.82% under low, 31.46% moderate level, 21.60% high, and 15.96% of students were under the very high level of proficiency. The correlation analysis revealed no significant relationship between motivation and Filipino language proficiency, with intrinsic motivation *(r = 0.024, P = 0.727)* and extrinsic motivation *(r = -0.084, P = 0.227)* both showing very weak and non-significant correlations. Similarly, self-esteem dimensions also resulted to very weak correlations toward language proficiency, with identity *(r = -0.030, P = 0.663)*, belonging *(r = -0.036, P = 0.611)*, purpose *(r = -0.057, P = 0.407)*, and competence *(r = 0.019, P = 0.788)*, all statistically non-significant. **Conclusion:** The Junior High School students showed high levels of motivation and self-esteem. However, the results indicate that motivation and self-esteem show very weak correlation with Filipino language proficiency. Further investigation is needed to identify other influencing factors and to develop more targeted interventions for improving Filipino language skills among students. |

*Keywords: Belonging, Competence, Descriptive Correlational, Extrinsic motivation, Filipino language proficiency, Intrinsic motivation, Identity, Junior High School students, Motivation, Purpose, Self-esteem*

**1. INTRODUCTION**

In today’s generation, the growing emphasis on the globalization of languages, particularly English, has led to the decline of Filipino language proficiency among Filipino students (Blasco and Elizalde, 2024; Laminoras et al., 2024). Since the American colonization, English has served as a second language for Filipinos, becoming deeply ingrained in their daily communication alongside their native tongues (Esquivel 2019). Tagalog, which is now known as Filipino, became the basis of the Filipino national language and culture, shifting from a regional language to a nationally recognized lingua franca (Zeng and Li, 2023). Despite being the national language among Filipinos, it has been observed that some students lack proficiency in the Filipino language, which may stem from factors such as low motivation and self-esteem towards language learning (Nisperos, 2018).

Language proficiency is a critical factor in academic success, as it impacts students' ability to comprehend, communicate, and engage across subjects (Riad et al., 2023). Limited language skills can hinder the understanding of complex concepts, resulting in lower academic performance (Al-Jarrah et al., 2019). In addition to language skills, motivation is a key factor in language development. Çelik et al. (2020) emphasize that motivation significantly impacts the development of language proficiency, while Dewi and Jimmi (2018), highlight the role of motivation in achieving educational goals and promoting student engagement in language learning.

Moreover, Self-esteem may also be an important psychological aspect that strongly impacts an individual's academic performance and overall achievement. Self-esteem is defined as an individual's general assessment of their ability in relation to their own value (Clucas 2020; Alsaker et al., 2020). This dimension is important in language learning, as learners with high self-esteem have a tendency to participate more actively in their studies and exhibit better language proficiency (Anjali et al. 2024), while low self-esteem could hinder an individual’s capacity to perform with confidence and efficacy, influencing their motivation and overall performance in school.

It has been observed that some students of San Isidro College, particularly Junior High School students, struggle with the use of the Filipino language. Many students find it difficult to comprehend and complete Filipino related tasks, such as exams, essay writing, and using the language for communication or oral recitations.

Furthermore, challenges in areas such as Nillaman (content), Talasalitan (vocabulary), Mekaniks (mechanics), Gramatika (grammar), and Organisasyon (organization) in writing are also observed to be common among students. Thus, conducting this study can help identify the factors contributing to these struggles by examining the role of motivation and self-esteem towards students’ language proficiency.

The study sought to address the following questions:

1. What is the Junior High School Students' level of motivation in terms of:

1.1 Intrinsic Motivation; and

1.2 Extrinsic Motivation?

2. What is the Junior High School students’ levels of self-esteem in terms of:

2.1 Identity;

2.2 Belonging;

2.3 Purpose; and

2.4 Competence?

3. What is the Junior High School students’ level of Filipino Language Proficiency?

4. Is there a significant relationship between students’ Filipino Language Proficiency in terms of;

4.1 Level of Motivation; and

4.2 Level of Self-esteem?

The findings of the study can offer insightful information on how teachers can assist students in developing the necessary levels of motivation and self-esteem to improve their proficiency in the Filipino language. Several studies have conducted similar ideas, however, there is a lack of research on how different levels of motivation, alongside self-esteem interact specifically to influence Filipino language proficiency among junior high school students, leaving a gap in research exploring the factors that influence students' proficiency in using the Filipino language, particularly in academic writing. This study aimed to fill that gap by investigating how these psychological factors influence the students’ level of proficiency in the Filipino language.

**1.1 Hypothesis**

HO1: There is no significant relationship between students' level of motivation and self-esteem on Filipino language proficiency.

**1.2 Scope and Delimitation of the Study**

The scope of this study was to examine the relationship between junior high school students' levels of motivation, self-esteem, and proficiency in the Filipino language. Among five hundred sixteen (516) Junior High School students enrolled for the school year 2024-2025 of San Isidro College, a total of two hundred thirteen (213) students were selected randomly as participants, based on the sample size calculated using the Cochran Sample Size Calculator. Additionally, the study was conducted at San Isidro College, Impalambong, Malaybalay City, Bukidnon, Philippines, with a time frame delimitation of seven months.

Prior to gathering final data, a pilot test was conducted involving forty-two (42) junior high school students, in order to ensure the validity and reliability of the research instrument. The non-participants were excluded from the final data gathering to ensure the integrity of the study. Moreover, the researchers utilized a quantitative research design, employing a descriptive correlational analysis to explore the relationship among students' levels of motivation, self-esteem, and Filipino language proficiency.

The data was collected through an adapted and researcher-made questionnaire. The questionnaire for the motivation variable is adapted from the study of Torres and Alieto (2019). Meanwhile, the questionnaire for the self-esteem variable is adapted from the study of Reasoner (2020). Moreover, the data was analyzed and calculated using descriptive statistics, including mean, frequency, percentage, and standard deviation, and as well as inferential statistics, such as the Pearson-Correlation Coefficient (r) to measure the relationship between levels of motivation (both intrinsic and extrinsic) and self-esteem (identity, belonging, purpose, and competence) towards students’ Filipino language proficiency.

Furthermore, in examining the proficiency levels of students in the Filipino language, the study evaluated their writing skills, wherein the randomly selected participants were tasked to respond to a given topic and write an essay with a minimum of 5 sentences*.* Consequently, the responses were assessed by a qualified Filipino instructor, using a Likert scale criterion that includes Nilalaman (content), Talasalitaan (vocabulary), Mekaniks (mechanics), Gramatika (grammar), and Organisasyon (organization), with each component rated on a scale of 1 to 5, wherein it indicates: (1) Very Low, (2) Low, (3) Moderate, (4) High, and (5) Very High.

**2. material and methods**

**2.1 Research Design**

This study utilized a quantitative descriptive-correlational design to explore the relationship between junior high school students’ level of motivation, self-esteem, and Filipino language proficiency. With the use of this method, it allowed a systematic measurement and analysis of data, helping to identify the correlation between the variables of motivation, in terms of intrinsic motivation and extrinsic motivation, as well as self-esteem in terms of identity, belonging, purpose, and competence, in relation to junior high school students’ Filipino language proficiency.

**2.2 Research Participants**

This study involved a total of two hundred thirteen (213) Junior High School students, who are enrolled at San Isidro College for the academic year 2024-2025. The participants' involvement provided critical insights into the study's exploration of the relationships between the levels of motivation, in terms of intrinsic motivation and extrinsic motivation, as well as self-esteem, which was examined in terms of identity, belonging, purpose, and competence, in relation to junior high school students’ Filipino language proficiency. The data collected from the participants acts as the basis for analyzing the proposed key variables and understanding how they correlate with each other.

**2.3 Research Instrument**

The study utilized a validated, adapted and researcher-made questionnaire to obtain the required data for the study’s objectives. The questionnaire for motivation, in terms of intrinsic motivation and extrinsic motivation, was adapted from Torres and Alieto (2019). This was aligned to assess the participants' levels of motivation in learning Filipino. Additionally, the self-esteem questionnaire used in this study was adapted from the framework proposed by Reasoner and Dusa (1991), which outlines five components of self-esteem: identity, belonging, purpose, competence, and security. However, for this study, the "security" component was excluded to better align the instrument with the study's objectives. The adapted and researcher-made questionnaire assessed motivation in terms of intrinsic motivation and extrinsic motivation, as well as self-esteem in terms of identity, belonging, purpose, and competence, with the objective of examining how these dimensions interact with students’ Filipino language proficiency.

Both the motivation and self-esteem scales used a five-point Likert scale. The interpretation scale for the junior high school students’ levels of motivation, specifically intrinsic and extrinsic motivation, was adapted from Deci and Ryan (1985); the interpretation scale for self-esteem, specifically identity, belonging, purpose, and competence, was adapted from the Rosenberg Self-Esteem Scale (RSES) (1965). The five-point Likert scale interprets 5 as Very High, 4 as High, 3 as Moderate, 2 as Low, and 1 as Very Low. It provides a structured and objective way to assess participants' responses, assigning scores and corresponding interpretations (Joshi, et al., 2015). This system allows for a detailed and accurate analysis of students' motivation and self-esteem levels, ensuring the integrity and reliability of the data.

Furthermore, the Filipino language proficiency test used in this study is analyzed based on The Common European Framework of Reference for Languages (CEFR) (2001), which was adapted to focus on the specific aspects of Filipino language proficiency relevant to this study. The participants were asked to write a short composition in response to the prompt: “Sa iyong palagay, bakit mahalagang pag-aralan ang wikang Filipino sa kasalukuyang henerasyon?” (“In your opinion, why is it important to learn the Filipino language in today’s generation?”).

To assess the written compositions, a scoring rubric was employed, evaluating five areas: Nilalaman(Content), Talasalitaan (Vocabulary), Mekaniks(Mechanics), Gramatika(Grammar), and Organisasyon (Organization). Each area was rated on a scale of 1 to 5, with 5 being the highest. The rubric was developed based on established writing performance standards and was specifically tailored to reflect the academic context of junior high school students and the study’s local linguistic objectives. The assessments were conducted by a qualified Filipino subject instructor to ensure consistency, objectivity, and reliability in evaluating the participants' Filipino language proficiency.

**2.4 Validity and Reliability of the Instruments**

To ensure the validity of the research instruments, experts were consulted for validation. The adapted and researcher-made questionnaire was reviewed by the research advisers to assess its clarity, relevance, and appropriateness in measuring the intended variables. The research advisers provided feedback and suggestions, which were used to refine and improve the questionnaire, ensuring its consistency and accuracy.

Moreover, to ensure the reliability of the research instrument, a pilot test was conducted involving forty-two (42) junior high school students. The responses of the non-participants were analyzed using Cronbach's alpha, which resulted in a reliability coefficient of *α = 0.750* for Intrinsic motivation and *α = 0.75*9 for Extrinsic motivation in the motivation scale. For the self-esteem scale, the coefficients were *α = 0.871* for Identity, *α = 0.899* for Belonging, *α = 0.898* for Purpose, and *α = 0.920* for Competence. These results indicate reliability of the instruments in measuring the motivation and self-esteem levels of the participants.

**2.5 Data Gathering Procedure**

Prior to gathering data, the researchers provided a letter for permission to conduct the study and obtained approval from the School Principal, Vice Principal for Academics, Class Advisers and the Participants. The form contained an outline of the confidentiality measures that were taken to safeguard their privacy, and provided information regarding the study's objectives, methodologies, and the rights of each participant. Consequently, the participants were requested to sign the consent form to signify their participation agreement.

**2.6 Scoring Procedure**

To evaluate the participants' levels of motivation, self-esteem, and Filipino language proficiency, the study utilized three scoring systems. The first employs a five-point Likert scale adapted from Joshi et al. (2015), while the second uses a scoring method adapted and revised from the Common European Framework of Reference for Languages (CEFR, 2001) to assess overall Filipino language proficiency.

**2.6.1 list 1 - Interpretation of Likert Scale for Motivation, Self-Esteem, and Filipino Language Proficiency Components**

|  |  |  |
| --- | --- | --- |
| **Scale** | **Range** | **Interpretation** |
| 5 | 4.21 - 5.00 | Very High |
| 4 | 3.41 - 4.20 | High |
| 3 | 2.61 – 3.40 | Moderate |
| 2 | 1.81 – 2.60 | Low |
| 1 | 1.00 – 1.80 | Very Low |

*\*This table presents the scale, range, and corresponding interpretation used to score the students' responses regarding motivation (intrinsic and extrinsic), self-esteem (identity, purpose, belonging, and competence), and Filipino language proficiency components (Content, Vocabulary, Mechanics, Grammar, and Organization). Adapted from Joshi et al. (2015).*

**2.6.2 list -2 Scoring Interpretation for Overall Filipino Language Proficiency Assessment**

|  |  |  |
| --- | --- | --- |
| **Score** | **Range** | **Interpretation** |
| 25 | 20.01 - 25.00 | Very High |
| 20 | 15.01 - 20.00 | High |
| 15 | 10.01 - 15.00 | Moderate |
| 10 | 5.01 - 10.00 | Low |
| 5 | 1.00 – 5.00 | Very Low |

*\*This table presents the scoring scheme used to determine students’ total proficiency in the Filipino language based on five evaluated areas: Nilalaman (Content), Talasalitaan (Vocabulary), Mekaniks (Mechanics), Gramatika (Grammar), and Organisasyon (Organization). Adapted and revised from the CEFR (2001).*

**2.6.3 list -3 Scoring Rubric for students’ Filipino Language Proficiency Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | **Content (Nilalaman)** | **Vocabulary (Talasalitaan)** | **Mechanics (Mekaniks)** | **Grammar (Grammatika)** | **Organization (Organisasyon** |
| **5** | Demonstrates full understanding of the topic and effectively expresses ideas. | Uses a wide range of appropriate vocabulary. | No errors in spelling, punctuation, or other mechanics. | None or almost no grammatical errors. Sentences are clear, precise, and stylistically effective. | Ideas are well-organized and logically sequenced; the essay clearly shows the beginning, middle, and end. |
| **4** | Clearly understands the topic and expresses ideas well. | Uses sufficient and appropriate vocabulary. | One to two errors in spelling, punctuation, or mechanics. | Minor grammatical errors that do not affect the meaning of the sentences. | Logical organization of ideas with slight weaknesses in transitions between parts. |
| **3** | Partially understands the topic, but some parts are unclear. | Limited but appropriate vocabulary. | Three to four errors in spelling, punctuation, or mechanics. | Some grammatical errors that slightly affect clarity, though the overall message remains understandable. | Organization of ideas is somewhat unclear, with some disconnected sections. |
| **2** | Limited understanding of the topic and unclear ideas. | Narrow vocabulary, sometimes inappropriate to the context. | Five or more errors in spelling, punctuation, or mechanics. | Frequent grammatical errors that reduce the clarity of the content. | Disorganized structure; some parts lack clear connection with others. |
| **1** | Lacks understanding of the topic and ideas are unclear. | Very limited and inappropriate vocabulary. | Numerous errors in spelling, punctuation, and mechanics. | Extensive grammatical errors that hinder understanding. | Lacks logical organization; the flow of ideas is difficult to follow. |

*\*This scoring rubric was developed to assess Filipino language proficiency through written composition, focusing on five components: Content, Vocabulary, Mechanics, Grammar, and Organization. While inspired by the writing performance expectations described in the Common European Framework of Reference for Languages (CEFR, 2001), the rubric itself is researcher-designed and adapted to suit the local academic context.*

**2.7 Statistical Treatment**

To obtain an extensive understanding of the data, the following statistical tools were used. For problems 1 to 3, descriptive statistics such as mean, standard deviation, frequency, and percentage were used in this study to assess the levels of motivation (Intrinsic and Extrinsic), self-esteem (Identity, Belonging, Purpose, and Competence), and the level of Filipino language proficiency among junior high school students. For problem 4, inferential statistics, specifically the Pearson-Correlation Coefficient (r), were applied to determine if significant relationships exist between students’ motivation, self-esteem, and Filipino language proficiency.

**3. results and discussion**

**3.1 Junior High School Students’ level of Motivation**

**Table 1. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students level of Motivation (Intrinsic Motivation)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTRINSIC MOTIVATION** | **Mean** | **SD** | | **Interpretation** |
| 1. I want to understand Filipino films/videos, pop music, or books/magazines. | 4.30 | 0.69 | Very High | |
| 2. Filipino helps me to understand Filipino-speaking people and their way of life. | 4.38 | 0.65 | Very High | |
| 3. I am interested in Filipino culture, history, and literature. | 4.34 | 0.84 | Very High | |
| 4. I feel Filipino is an important language in the world. | 3.98 | 0.94 | High | |
| 5. I feel Filipino is mentally challenging. | 3.73 | 0.93 | High | |
| 6. I can get pleasure from learning Filipino. | 3.68 | 0.90 | High | |
| 7. I am interested in increasing my Filipino vocabulary. | 4.36 | 0.78 | Very High | |
| 8. Knowledge of the Filipino language helps me to become a better person. | 4.07 | 0.76 | High | |
| 9. I gain confidence when I know I use the Filipino language well. | 4.20 | 0.83 | High | |
| 10. Learning and mastering the Filipino language is very fulfilling. | 4.32 | 0.78 | Very High | |
| **Total:** | **4.13** | **0.46** | **High** | |

*\*Students level of Intrinsic Motivation*

Intrinsic motivation refers to the internal drive that encourages individuals to engage in activities for personal satisfaction rather than external rewards. In the context of education, it plays a vital role in fostering students' enthusiasm, persistence, and overall learning experience (Serin, 2018). When students are intrinsically motivated, they are more likely to engage deeply with the subject matter and develop a genuine interest in learning. Table 1 presents the level of intrinsic motivation among junior high school students in learning Filipino.

The results indicate that the junior high school students exhibit a generally high level of intrinsic motivation, with a mean score of 4.13. Specifically, 46% demonstrated a very high level of intrinsic motivation, while 31.96% fall into the “High” category. Nearly 78% of students exhibit strong intrinsic motivation, driven by factors such as personal interest, passion, or enjoyment of the learning process. Meanwhile, 9.86% have a moderate level of intrinsic motivation, suggesting that while they engage in language learning, their internal drive is less consistent. Only one participant (0.47%) reported very low intrinsic motivation.

The findings align with the Self-Determination Theory (Deci and Ryan, 1985), which emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation. The high levels of intrinsic motivation imply that the students feel a sense of autonomy in learning Filipino, demonstrating personal interest and engagement. Additionally, their competence is reflected in their willingness to expand their vocabulary and understanding of Filipino culture, and the strong connection to Filipino-speaking communities further supports the role of relatedness. A high level of intrinsic motivation contributes to academic success by fostering creativity, deep learning, and perseverance. Additionally, these findings are consistent with the study of Khan and Ewe (2024), who emphasize that highly motivated students tend to remain engaged, embrace challenges, and develop a passion for studying.

In the same way, Bernal and Palma (2025) emphasize the significance of motivation in Filipino language learning, finding that while effective teaching and student engagement were highly rated, the classroom learning environment had the most significant impact on students’ motivation. Their study supports the idea that fostering a positive and meaningful learning environment is crucial in sustaining students' intrinsic motivation.

**Table 2. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students level of Motivation (Extrinsic Motivation)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXTRINSIC MOTIVATION** | **Mean** | **SD** | | **Interpretation** |
| 1. Filipino language skills will be helpful for my future career. | 4.25 | 0.82 | Very High | |
| 2. I put effort into learning Filipino to gain praise from my teachers and parents. | 3.91 | 0.98 | High | |
| 3. Knowledge of the Filipino language will be helpful when I take examinations. | 4.45 | 0.65 | Very High | |
| 4. Filipino helps me to perform well in other subjects. | 3.92 | 0.90 | High | |
| 5. I gain recognition when I have a good command of Filipino. | 3.75 | 0.95 | High | |
| 6. Skills in the use of Filipino help me to improve my life in the future. | 4.07 | 0.83 | High | |
| 7. It pays to learn and master Filipino because of the many benefits that come along with it | 4.05 | 0.78 | High | |
| 8. Filipino helps me to accomplish school requirements. | 4.15 | 0.78 | High | |
| 9. Proficiency in Filipino is necessary for top job opportunities. | 3.97 | 0.89 | High | |
| 10. Filipino will be useful when I transact business in government, economics, and school. | 4.23 | 0.77 | Very High | |
| **Total:** | **4.08** | **0.54** | **High** | |

*\*Students level of Extrinsic Motivation*

Extrinsic motivation refers to the drive to engage in an activity due to external rewards or pressures rather than inherent enjoyment. It plays a crucial role in students' learning experiences, particularly in language acquisition (Serin, 2018). The results in Table 2 show that the Junior High School students generally exhibit a high level of extrinsic motivation in learning the Filipino language.

The findings indicate that the students also rely on external factors such as prizes, recognition, grades, or peer approval to stay motivated in learning. With a mean score of 4.08, the overall level of extrinsic motivation is categorized as high, implying that external rewards strongly influence most students. The largest cluster, which consists of 46.01% students, reported a high level of extrinsic motivation, while 41.31% fell into the very high category. This means that approximately 87.32% of students are equally impacted by external rewards and pressures in their academic engagement. Since no students were classified in the extremely low category, and only 1.41% reported low motivation, the findings suggest that extrinsic motivators play a crucial role in sustaining students' drive to learn Filipino. Furthermore, the 11.27% of students who demonstrated a moderate level of extrinsic motivation imply that while they acknowledge the impact of external factors, their motivation may not be as consistent or intense.

These findings support the idea that students' engagement in language learning is still significantly influenced by external rewards, such as positive reinforcement and recognition. In addition, this is in line with the results of Maisarah (2024), who demonstrated that student engagement and emotional well-being are improved by motivational support, such as encouragement and recognition. Also, Jiang et al. (2024) emphasizes that extrinsic motivation greatly influences the acquisition of a second language by motivating learners to persist in their studies by providing them with external rewards. Their study underscores the potential of external motivators to help improve learning outcomes through maintaining students' engagement and commitment. However, they also advise against putting too much emphasis on extrinsic motivation, as it might hinder the development of a more significant, intrinsic appreciation for the language. Given that a high percentage of students in this study exhibit extrinsic motivation, these findings suggest that external rewards can effectively sustain their interest and participation in learning Filipino while underscoring the need to balance external motivation with internal motivation.

**Table 3. Summary table of the Extent of the Junior High School Students level of Motivation (Intrinsic and Extrinsic Motivation)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | | **SD** | **Interpretation** |
| Intrinsic Motivation | | 4.13 | | 0.46 | High |
| Extrinsic Motivation | | 4.08 | | 0.54 | High |
|  | **Total** | | |  |  |
|  | **Overall Mean** | | **4.11** | | |
|  | **Interpretation** | | **High** | | |
|  | **SD** | | **0.50** | | |

*\*Summary of Junior High School Students’ level of motivation in terms of Intrinsic and Extrinsic Motivation*

Table 3 indicates that both intrinsic and extrinsic motivation are rated as high, with an overall mean of 4.11. This suggests that students are generally well-motivated in their academic pursuits, driven by both internal factors, such as personal interest and enjoyment of learning, and external influences such as rewards, recognition, and social expectations.

Although intrinsic motivation with a mean of 4.13 is slightly higher than extrinsic motivation with a mean of 4.08, the difference is minimal, indicating that students are almost equally influenced by both types of motivation. The standard deviations suggest a moderate level of variability in responses, meaning that while most students exhibit high motivation, there are some individual differences in how strongly they are intrinsically or extrinsically motivated. These findings imply that while students generally have a strong internal motivation to learn, external motivators still play an important role in keeping them engaged.

This aligns with a study that emphasizes that both intrinsic and extrinsic rewards contribute to students' motivation, their findings highlight that while intrinsic motivation fosters deeper engagement, extrinsic rewards serve as initial motivators that help sustain students' academic commitment (Sya’ban et al., 2025).

**3.4 Junior High School Students’ level of Self-esteem**

**Table 4. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students Level of Self-esteem (Identity)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IDENTITY** | **Mean** | **SD** | | **Interpretation** |
| 1. Learning Filipino strengthens my sense of self. | 4.06 | 0.82 | High | |
| 2. Speaking Filipino makes me proud of my background. | 4.31 | 0.81 | Very High | |
| 3. Filipino language proficiency makes me feel unique and authentic. | 4.1 | 0.82 | High | |
| 4. My identity feels more complete when I can express myself in Filipino. | 4.04 | 0.87 | High | |
| 5. Knowing Filipino allows me to share my personal story more effectively. | 3.81 | 0.89 | High | |
| 6. I identify with Filipino culture more when I speak the language fluently. | 4.07 | 0.84 | High | |
| 7. I feel a deeper connection to my family's history by learning Filipino. | 4.03 | 0.86 | High | |
| 8. Mastering Filipino enhances my self-awareness and cultural pride. | 4.26 | 0.75 | Very High | |
| 9. Speaking Filipino gives me a clearer sense of where I come from. | 4.31 | 0.78 | Very High | |
| 10. Learning Filipino allows me to confidently share my identity with others. | 4.11 | 0.86 | High | |
| **Total:** | **4.11** | **0.59** | **High** | |

*\*Students level of Self-esteem in terms of Identity*

Table 4 presents the level of self-esteem among junior high school students in relation to identity. The highest-rated indicator is the sense of pride in speaking Filipino *(M = 4.31,* Very High*)*, emphasizing how language fosters national pride and strengthens cultural unity. Conversely, the lowest-rated indicator is the role of Filipino proficiency in effectively sharing personal experiences *(M = 3.81,* High*),* suggesting that while language contributes to identity, its impact on personal storytelling is comparatively less emphasized.

These findings align with a study that highlights the crucial role of language in shaping both personal and cultural identity (Yu, 2020). Additionally, another study supports this, emphasizing Filipino as a unifying force across regions (Laminoras et al., 2024). Furthermore, research underscores the importance of cultural exposure in deepening students’ connection to intangible cultural heritage (ICH) (Pastera, 2024).

The results imply that students perceive Filipino not just as an academic subject but as a vital link to their heritage and cultural appreciation. However, the relatively lower ratings in personal expression suggest a need for more narrative-driven learning approaches to further enhance students' identity formation through language.

**Table 5. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students Level of Self-esteem (Belonging)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BELONGING** | **Mean** | **SD** | | **Interpretation** |
| 1. When I speak Filipino, I feel like part of a larger community. | 4.22 | 0.83 | Very High | |
| 2. Using Filipino makes me feel more accepted in Filipino-speaking groups. | 4.21 | 0.82 | Very High | |
| 3. I feel respected by others when I use Filipino in conversation. | 3.92 | 0.88 | High | |
| 4. I notice that others appreciate my efforts to learn and speak Filipino. | 3.86 | 0.94 | High | |
| 5. Speaking Filipino helps me feel connected to my family and their experiences. | 4.02 | 0.95 | High | |
| 6. I feel more included in social events or activities when I speak Filipino. | 3.8 | 0.93 | High | |
| 7. Knowing Filipino allows me to participate fully in Filipino cultural traditions. | 4.26 | 0.75 | Very High | |
| 8. I feel a sense of belonging when I can communicate effectively in Filipino. | 4.11 | 0.87 | High | |
| 9. Being fluent in Filipino makes me feel like I fit into Filipino culture better. | 4.21 | 0.86 | Very High | |
| 10. When I speak Filipino well, I feel accepted by native speakers. | 3.98 | 0.93 | High | |
| **Total** | **4.06** | **0.60** | **High** | |

*\*Students level of Self-esteem in terms of Belonging*

Table 5 presents the level of self-esteem among junior high school students in relation to belonging, illustrating how language proficiency influences their sense of connection in social environments. The highest-rated indicator is the role of Filipino language proficiency in cultural participation *(M = 4.26,* Very High*)*, emphasizing how students associate language skills with social inclusion and cultural engagement. In contrast, the lowest-rated indicator is the perception of being more included in social events when speaking Filipino *(M = 3.80,* High*)*, suggesting that while language facilitates belonging, its impact on participation in social activities is relatively less pronounced.

These findings align with research emphasizing the link between a strong sense of belonging and increased motivation, academic confidence, and engagement (Pedler et al., 2022). Additionally, they support studies highlighting the positive relationship between belonging, self-esteem, and academic performance (Habib and Hossain, 2018).

The results imply that Filipino language proficiency fosters a strong sense of identity and inclusion among students. However, the lower ratings in social event participation and recognition suggest opportunities to further enhance students’ sense of belonging through language-based community activities and peer engagement strategies.

**Table 6. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students Level of Self-esteem (Purpose)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PURPOSE** | **Mean** | **SD** | | **Interpretation** |
| 1. Learning Filipino is part of my plan to connect with my heritage. | 4.15 | 0.79 | High | |
| 2. I aim to use my Filipino language skills to contribute to my community. | 4.15 | 0.76 | High | |
| 3. Mastering Filipino is one of the key goals in my personal development. | 4.04 | 0.86 | High | |
| 4. Learning Filipino supports my long-term vision for personal growth. | 4.02 | 0.78 | High | |
| 5. I view learning Filipino as essential for achieving my career goals. | 4.00 | 0.83 | High | |
| 6. The effort I put into learning Filipino helps me stay focused on my ambitions. | 3.92 | 0.87 | High | |
| 7. I study Filipino with the goal of using it in future professional settings. | 3.92 | 0.88 | High | |
| 8. Achieving fluency in Filipino aligns with my educational objectives. | 4.10 | 0.79 | High | |
| 9. Mastering Filipino gives me a sense of purpose and direction in my studies. | 4.11 | 0.72 | High | |
| 10. I am learning Filipino to help me make a meaningful contribution to society. | 4.11 | 0.83 | High | |
| **Total:** | **4.05** | **0.59** | **High** | |

*\*Students level of Self-esteem in terms of Purpose*

Table 6 presents the level of self-esteem among junior high school students in relation to purpose in learning Filipino. The highest-rated statement emphasizes the role of Filipino proficiency in connecting with heritage *(M = 4.15,* Very High), suggesting that students view language learning as a means of cultural appreciation and identity reinforcement. This finding aligns with research showing that culturally rooted beliefs influence students' academic goals, as they often see language learning as a way to strengthen their identity and societal role (Bernardo, 2004).

Conversely, the lowest-rated indicator is the perception that studying Filipino helps maintain focus on ambitions *(M = 3.92*, High). This suggests that while students recognize the value of Filipino proficiency, they may see its impact on career-oriented goals as less significant. This is consistent with findings that highlight how language education extends beyond career utility, contributing instead to holistic development, critical thinking, and cultural awareness (Assanova et al., 2023).

These findings imply that students primarily associate Filipino language learning with cultural and social connections rather than professional advancement. While they recognize its role in identity formation and community engagement, they may not immediately perceive its relevance in future career aspirations. This suggests the need for educators to highlight how Filipino proficiency can also contribute to academic and professional growth, helping students see its broader applications beyond cultural identity.

**Table 7. Mean, Standard Deviation, and Interpretation of the Extent of the Junior High School Students Level of Self-esteem (Competence)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COMPETENCE** | **Mean** | **SD** | | **Interpretation** |
| 1. I am confident in my ability to understand and speak Filipino. | 3.85 | 1.04 | High | |
| 2. Each time I practice Filipino, I feel more skilled and capable. | 4.02 | 0.90 | High | |
| 3. I believe I can achieve fluency in Filipino with enough effort. | 4.12 | 0.80 | High | |
| 4. I feel empowered by the progress I’ve made in learning Filipino. | 3.96 | 0.80 | High | |
| 5. My success in learning Filipino makes me feel more competent as a student. | 4.09 | 0.84 | High | |
| 6. When I can communicate in Filipino, I feel a sense of mastery. | 4.03 | 0.86 | High | |
| 7. I trust my ability to overcome any challenges in learning Filipino. | 3.94 | 0.90 | High | |
| 8. The more I practice Filipino, the more confident I feel in my abilities. | 4.06 | 0.86 | High | |
| 9. I believe my Filipino skills can grow stronger with consistent learning. | 4.37 | 0.76 | Very High | |
| 10. My competence in Filipino improves my overall confidence in learning new things. | 4.06 | 0.93 | High | |
| **Total:** | **4.05** | **0.61** | **High** | |

*\*Students level of Self-esteem in terms of Competence*

Table 7 presents the level of competence that junior high school students perceive in learning Filipino. The highest-rated statement is the belief that Filipino skills can improve with consistent learning *(M = 4.37*, Very High), reflecting students' confidence in their ability to develop proficiency over time. However, the lowest-rated indicator is confidence in understanding and speaking Filipino (*M = 3.85*, High), suggesting that while students believe in their ability to improve, some still experience uncertainty in their fluency.

Furthermore, these findings align with the study of Sapungan et al. (2018), which emphasizes that linguistics competence is essential for success in professional fields. The high level of perceived competence among the students suggests that their ability to develop proficiency in Filipino contributes not only to their academic growth but also to their readiness for real-world interactions. As language proficiency plays a crucial role in career success, fostering both confidence and competence in Filipino can help students develop the necessary communication skills for future professional opportunities. Additionally, the structured development of language skills plays a vital role in strengthening students' confidence, as it equips them with the ability to participate more effectively in both academic and social interactions (Mortera et al., 2016).

**Table 8. Summary table of the Extent of the Junior High School Students level of Self-esteem (Identity, Belonging, Purpose, Competence)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | | **SD** | **Interpretation** |
| Identity | | 4.11 | | 0.59 | High |
| Belonging | | 4.06 | | 0.60 | High |
| Purpose | | 4.05 | | 0.59 | High |
| Competence | | 4.05 | | 0.61 | High |
|  | **Total** | | |  |  |
|  | **Overall Mean** | | **4.06** | | |
|  | **Interpretation** | | **High** | | |
|  | **SD** | | **0.03** | | |

*\*Summary of Junior High School Students’ level of self-esteem in terms of Identity, Belonging, Purpose, and Competence*

Table 8 presents the summary of self-esteem levels among junior high school students based on the four key dimensions: Identity, Belonging, Purpose, and Competence. The overall self-esteem level is categorized as "High," with an overall mean of 4.06. The highest score was observed in the Identity dimension *(M = 4.11)*, followed by Belonging *(M = 4.06)*, Purpose *(M = 4.05)*, and Competence *(M = 4.05)*. These results indicate that students possess strong self-esteem across all dimensions, with their identity being the most prominent factor.

The highest rating for Identity suggests that students strongly associate their Filipino language proficiency with their sense of self. This supports the idea that language learning plays a crucial role in shaping identity, particularly among adolescents (Norton, 2013). Additionally, the results imply that Belonging, Purpose, and Competence are also significantly reinforced by students' Filipino language proficiency, contributing to their overall self-esteem.

These findings align with studies emphasizing the critical impact of identity, belonging, purpose, and competence on adolescents' self-esteem, particularly during the transition to junior high school (Setyadi, 2024). Moreover, the results reinforce the idea that a strong sense of cultural identity and belonging enhances self-esteem, further highlighting the role of Filipino language proficiency in shaping students’ self-concept and motivation (Abdulhamed and Lonka, 2024).

**3.5 Junior High School Students’ level of Filipino Language Proficiency**

**Table 9. Range, Interpretation, Frequency, and Percentage of the Extent of the Junior High School Students Level of Filipino Language Proficiency (Nilalaman)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | | **Interpretation** | | **Frequency** | **Percentage** |
| 4.21-5.00 | | Very High | | 32 | 15.02 |
| 3.41-4.20 | | High | | 38 | 17.84 |
| 2.61-3.40 | | Moderate | | 77 | 36.15 |
| 1.81-2.60 | | Low | | 47 | 22.07 |
| 1.00-1.80 | | Very Low | | 19 | 8.92 |
|  | **Total** | | | 213 | 100.00 |
|  | **Overall Mean** | | **3.08** | | |
|  | **Interpretation** | | **Moderate** | | |
|  | **SD** | | **1.17** | | |

*\*Students level of Filipino Language Proficiency in terms of Nilalaman (Content)*

Table 9 presents data on Junior High School Students’ Filipino language proficiency in writing, specifically in terms of Nilalaman (content). This measures how well students organize their thoughts, present meaningful arguments, and convey messages coherently. It reflects their ability to connect written outputs with the given topic (Hyland, 2019).

The results indicate that the majority of students (36.15%) fall within the "Moderate" range, while 22.07% exhibit "Low" proficiency. This suggests that a significant portion of students struggles with effectively conveying ideas in Filipino. While they demonstrate a fair understanding of content, their proficiency still requires improvement.

Furthermore, only 15.02% achieved a "Very High" level, indicating that fluency and depth of content comprehension are not common among students. These findings highlight the need for enhanced instructional strategies and language development programs to strengthen students’ ability to express themselves more effectively in Filipino.

**Table 10. Range, Interpretation, Frequency, and Percentage of the Extent of the Junior High School Students Level of Filipino Language Proficiency (Talasalitaan)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | | **Interpretation** | | **Frequency** | **Percentage** |
| 4.21 - 5.00 | | Very High | | 15 | 7.04 |
| 3.41 - 4.20 | | High | | 35 | 16.43 |
| 2.61 - 3.40 | | Moderate | | 56 | 26.29 |
| 1.81 - 2.60 | | Low | | 71 | 33.33 |
| 1.00 - 1.80 | | Very Low | | 36 | 16.90 |
|  | **Total** | | | 213 | 100.00 |
|  | **Overall Mean** | | **2.63** | | |
|  | **Interpretation** | | **Low** | | |
|  | **SD** | | **1.15** | | |

*\*Students level of Filipino Language Proficiency in terms of Talasalitaan (Vocabulary)*

Table 10 presents data on Junior High School Students’ Filipino language proficiency in writing, specifically in terms of Talasalitaan (vocabulary). This assesses the range and depth of words students use in their written outputs, which contribute to the clarity and effectiveness of their communication. A well-developed vocabulary enhances written expression by improving clarity and depth (Kim et al., 2021).

The results indicate that 33.33% of students fall within the "Low" range, while 16.90% exhibit "Very Low" proficiency, highlighting significant challenges in vocabulary acquisition. This suggests that many students struggle with using diverse and precise words, which may affect their ability to express ideas clearly and comprehend complex texts.

However, only 7.04% attained a "Very High" level, indicating that strong vocabulary skills are limited among students. These results underscore the significance of targeted interventions, including vocabulary-building exercises and contextual learning strategies, to improve the proficiency of Filipino language learners as well as their overall academic growth.

**Table 11. Range, Interpretation, Frequency, and Percentage of the Extent of the Junior High School Students Level of Filipino Language Proficiency (Mekaniks)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | | **Interpretation** | | **Frequency** | **Percentage** |
| 4.21 - 5.00 | | Very High | | 13 | 6.10 |
| 3.41 - 4.20 | | High | | 44 | 20.66 |
| 2.61 - 3.40 | | Moderate | | 62 | 29.11 |
| 1.81 - 2.60 | | Low | | 53 | 24.88 |
| 1.00 - 1.80 | | Very Low | | 41 | 19.25 |
|  | **Total** | | | 213 | 100.00 |
|  | **Overall Mean** | | **2.69** | | |
|  | **Interpretation** | | **Low** | | |
|  | **SD** | | **1.176** | | |

*\*Students level of Filipino Language Proficiency in terms of Mekaniks (Mechanics)*

Table 11 presents data on Junior High School Students’ Filipino language proficiency in writing, specifically in terms of Mekaniks (mechanics). This refers to the technical components of writing, such as punctuation, capitalization, and proper formatting, which contribute to clear and effective written communication. Mastery of mechanics ensures precision and readability in writing (Ramzan et al., 2023).

The results reveal that 24.88% of students scored in the "Low" range, while 19.25% fell under the "Very Low" category, indicating significant struggles with the technical aspects of writing in Filipino. This suggests that many students face challenges in applying correct spelling, punctuation, and grammatical structures in their written work.

On the other hand, 20.66% achieved a "High" proficiency, but only 6.10% demonstrated a "Very High" level of mastery. These findings emphasize the need for enhanced instruction in Filipino writing conventions, particularly grammar-focused exercises and structured writing practice, to strengthen students' overall language proficiency and written communication skills.

**Table 12. Range, Interpretation, Frequency, and Percentage of the Extent of the Junior High School Students Level of Filipino Language Proficiency (Gramatika)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | | **Interpretation** | | **Frequency** | **Percentage** |
| 4.21 - 5.00 | | Very High | | 21 | 9.86 |
| 3.41 - 4.20 | | High | | 40 | 18.78 |
| 2.61 - 3.40 | | Moderate | | 52 | 24.41 |
| 1.81 - 2.60 | | Low | | 72 | 33.80 |
| 1.00 - 1.80 | | Very Low | | 28 | 13.15 |
|  | **Total** | | | 213 |  |
|  | **Overall Mean** | | 2.78 | | |
|  | **Interpretation** | | Low | | |
|  | **SD** | | 1.18 | | |

*\*Students level of Filipino Language Proficiency in terms of Gramatika (Grammar)*

Table 12 presents data on Junior High School Students’ Filipino language proficiency in writing, specifically in terms of Gramatika (grammar). This refers to students' ability to construct sentences correctly in Filipino, adhering to proper structure, syntax, and word usage. A strong grasp of grammar enhances the coherence and effectiveness of writing (Myhill, 2018).

The results indicate an overall mean score of 2.78, which falls under the "Low" category, suggesting that many students struggle with grammatical accuracy in Filipino. A significant 33.80% of students scored in the "Low" range, while 13.15% fell under "Very Low," highlighting challenges in sentence structure, verb conjugation, and grammatical rules

On the other hand, while 18.78% achieved a "High" rating and 9.86% reached "Very High," these numbers indicate that only a small percentage of students demonstrate strong proficiency in Filipino grammar. These findings underscore the need for targeted instruction focusing on grammar exercises and sentence construction to help students develop greater accuracy and fluency in their writing.

**Table 13. Range, Interpretation, Frequency, and Percentage of the Extent of the Junior High School Students Level of Filipino Language Proficiency (Organisasyon)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | | **Interpretation** | | **Frequency** | **Percentage** |
| 4.21 - 5.00 | | Very High | | 24 | 11.27 |
| 3.41 - 4.20 | | High | | 29 | 13.62 |
| 2.61 - 3.40 | | Moderate | | 53 | 24.88 |
| 1.81 - 2.60 | | Low | | 61 | 28.64 |
| 1.00 - 1.80 | | Very Low | | 46 | 21.60 |
|  | **Total** | | | 213 | 100.00 |
|  | **Overall Mean** | | 2.64 | | |
|  | **Interpretation** | | Low | | |
|  | **SD** | | 1.27 | | |

*\*Students level of Filipino Language Proficiency in terms of Organisasyon (Organization)*

Table 13 presents data on Junior High School Students’ Filipino language proficiency in writing, specifically in terms of Organisasyon (organization). This refers to the logical arrangement and coherence of ideas in students' written outputs, ensuring that thoughts are presented in a clear, structured, and orderly manner. Proper organization involves clear introductions, well-developed body paragraphs, and effective conclusions (Mariana, 2024).

The results indicate an overall mean score of 2.64, which falls under the "Low" category, suggesting that many students struggle with structuring their ideas cohesively and logically when writing in Filipino. A significant 28.64% of students scored in the "Low" range, while 21.60% fell under "Very Low," highlighting difficulties in maintaining clarity, coherence, and logical flow in their compositions

On the other hand, while 13.62% of students achieved a "High" rating and 11.27% reached "Very High," these figures suggest that only a minority of students demonstrate strong organizational skills in writing. These results highlight the importance of particular strategies, including organized writing exercises and instruction, to assist students in enhancing their ability to effectively organize their thoughts in Filipino.

**Table 14. Summary table of the extent of the Junior High school students level of Filipino Language Proficiency (Nilalaman, Talasalitaan, Mekaniks, Gramatika, and Organisasyon)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | | **SD** | **Interpretation** |
| Nilalaman (Content) | | 3.08 | | 1.17 | Moderate |
| Talasalitaan (Vocabulary) | | 2.63 | | 1.15 | Low |
| Mekaniks (Mechanics) | | 2.69 | | 1.18 | Low |
| Gramatika (Grammar) | | 2.78 | | 1.19 | Low |
| Organisasyon (Organization) | | 2.64 | | 1.27 | Low |
| **Total** |  | | |  |  |
| **Overall Mean** | **2.76** | |  | | |
| **Interpretation** | **Low** | |  | | |
| **SD** | **1.17** | |  | | |

*\*Summary of Junior High School Students’ level of Filipino Language Proficiency in terms of Nilalaman, Talasalitaan, Mekaniks, Gramatika, and Organisasyon*

Table 14 presents the overall Filipino language proficiency of Junior High School students, showing a "Low" proficiency level with an overall mean of 2.76. Among the five assessed dimensions, Nilalaman (content) received the highest mean score (3.08, Moderate), indicating that students can generate ideas but may struggle with coherence and depth. Conversely, Talasalitaan (vocabulary) had the lowest mean score (2.63, Low), highlighting difficulties in word choice and vocabulary range.

The results indicate that while some students may have stronger Filipino language skills, there is also a significant number of students who struggle with vocabulary, mechanics, grammar, and organization. The same findings were observed from the study of Gildore et al. (2024), wherein they found that language students had grammatical errors, poor organization, and a lack of understanding of writing mechanics in narrative essays, affecting students’ writing proficiency. These results highlight the need for targeted instructional interventions, such as vocabulary development, grammar support, and structured writing exercises, to enhance students' proficiency in the Filipino language.

**3.6 Junior High School Students’ overall level of Filipino Language Proficiency**

**Table 15. Mean, Standard Deviation, and Interpretation of the overall extent of the Junior High School Students Level of Filipino Language Proficiency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Range** | **Interpretation** | | | **Frequency** | **Percentage** |
| 20.01 - 25.00 | Very High | | | 34 | 15.96 |
| 15.01 - 20.00 | High | | | 46 | 21.60 |
| 10.01 - 15.00 | Moderate | | | 67 | 31.46 |
| 5.01 - 10.00 | Low | | | 55 | 25.82 |
| 1.00 – 5.00 | Very Low | | | 11 | 5.16 |
| **Total** | |  | | 213 | 100.00 |
| **Overall Mean** | | **13.84** |  | | |
| **Interpretation** | | **Moderate** |  | | |
| **SD** | | **5.54** |  | | |

*\*Students overall level of Filipino Language Proficiency*

Filipino language proficiency refers to the students’ ability to effectively understand, speak, read, and write in the Filipino Language. It incorporates the level of skill and competence a student has in using the Filipino Language in various forms of communication, including speaking, reading, writing, and comprehension. Table 15 presents the data on Filipino Language Proficiency among junior high school students.

The results indicate that the majority of students fall within the Moderate (31.46%) and Low (25.82%) proficiency levels. This suggests that a significant portion of students may face challenges in achieving higher proficiency, highlighting areas for improvement in their language skills as they struggle with aspects such as content, grammar, vocabulary, mechanics, and organization. Meanwhile, 21.60% of the students are categorized under the High proficiency level, and 15.96% fall under the Very High level, indicating that approximately 37.56% of students exhibit strong to advanced Filipino language proficiency. However, a small portion (5.16%) is categorized under the Very Low proficiency level, reflecting significant difficulties in effectively communicating in Filipino.

These findings are opposite to the results of the study of Ranque (2024), though they also analyzed students’ language proficiency in Filipino, and found that the students' proficiency in using the Filipino language in academic communication was high, indicating frequent recognition. However, the study suggests conducting similar studies focused on performance-based assessments to further assess and refine the identification of Filipino language proficiency, which may provide additional insights.

In the current study, in order to assess the students’ level of proficiency in Filipino, the participants were tasked to write a short essay in Filipino on a provided topic, which was evaluated based on specific criteria of Nilalaman (content), Talasalitaan (vocabulary), Mekaniks (mechanics), Gramatika (grammar), and Organisasyon (organization). This performance-based assessment indicated differences with the findings of Ranque (2024), as the current study found that the participants demonstrate only fair to limited proficiency in Filipino.

Bautista et al. (2019) concluded that cultural factors play a significant role in affecting Filipino language proficiency. The study was conducted among senior high school students, which highlighted challenges in grammar, reading comprehension, and vocabulary. These challenges align with the difficulties observed in the current study, particularly among students in the “Moderate” and “Low” proficiency levels, suggesting that cultural influences, alongside language learning difficulties, should be considered in efforts to improve Filipino language proficiency.

**3.7 Relationship between Level of Motivation and Self-esteem towards students’ Filipino Language Proficiency**

**Table 16. Mean, R-value, P-value, and Interpretation of the relationship between Junior High School students’ level of motivation (Intrinsic and Extrinsic) towards Filipino Language Proficiency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | ***r*** | ***P*** | **Interpretation** |
| Intrinsic Motivation | Filipino Language Proficiency | 4.13 | 0.024 | .727 | not significant |
| Extrinsic Motivation | 4.08 | -0.084 | .227 | not significant |

*\*Relationship between Motivation and Filipino Language Proficiency*

Table 16 presents the relationship between junior high school students’ level of motivation (intrinsic and extrinsic) and their Filipino language proficiency. The results show that both dimensions of motivation exhibit very weak correlations with Filipino language proficiency. Specifically, intrinsic motivation has a very weak positive correlation (*r* = .024), while extrinsic motivation shows a very weak negative correlation (*r* = –.084). However, the *P* values of *P* = .727 and *P* = .227 are greater than the significance threshold, indicating that the observed correlations are not statistically significant. This suggests that any associations between motivation (intrinsic or extrinsic) and Filipino language proficiency are likely due to chance rather than a true relationship. Therefore, the results indicate that motivation does not have a significant impact on the Filipino language proficiency of the students in this study.

The findings of the current study also align with the findings of Fitrianti et al. (2024), which revealed no significant relationship between extrinsic motivation and academic achievement in English studies, indicating that external rewards such as praise and recognition may only have limited to no influence on students' learning outcomes, especially in language proficiency contexts. Moreover, these findings are also similar with the study of Oclaret (2021), which revealed that intrinsic motivation does not correlate with students’ academic performance. Hasan and Sarka (2018) also reported a non-significant relationship between achievement motivation and academic achievement. Additionally, as cited in Mahato and Barman (2019), they found that many motivational variables had no significant impact on academic performance. This consistency in research indicates that, although motivation is an essential aspect in the learning process, it may not directly impact measurable outcomes such as academic performance or proficiency in specific contexts, such as the Filipino language.

**Table 17. Mean, R-value, P-value, and Interpretation of the relationship between Junior High School students’ level of self-esteem (Identity, Belonging, Purpose, and Competence) towards Filipino Language Proficiency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | ***r*** | ***P*** | **Interpretation** |
| Identity | Filipino Language Proficiency | 4.11 | -0.030 | .663 | not significant |
| Belonging | 4.06 | -0.036 | .611 | not significant |
| Purpose | 4.05 | -0.057 | .407 | not significant |
| Competence | 4.05 | 0.019 | .788 | not significant |

*\*Relationship between Self-esteem and Filipino Language Proficiency*

Table 17 presents the relationship between junior high school students’ self-esteem across four dimensions (identity, belonging, purpose, and competence) and their Filipino language proficiency. The results show very weak correlations between self-esteem and language proficiency in all dimensions. The correlation coefficients ranged from *r* = –.057 to *r* = –.036 for the negative relationships, and a very weak positive correlation of *r* = .019 for the competence dimension. Despite the slight positive correlation, all correlations were statistically insignificant, with *P* values ranging from *P* = .407 to *P* = .663, which are well above the threshold of significance. The very weak *r* values further support the conclusion that no significant relationship exists between self-esteem and Filipino language proficiency.

These findings align with the null hypothesis, indicating that self-esteem does not directly influence students’ proficiency in the Filipino language. Although self-esteem may enhance confidence in language use, it does not inherently result in enhanced proficiency levels. Similar results were observed in studies such as the study conducted by Zhao et al. (2021), where the direct effect of self-esteem on academic engagement was found to be non-significant. Additionally, in a study by Amor et al. (2023), the relationship between self-esteem and class engagement among students in Cavite City, Philippines, was explored, but no meaningful connection was found between the two variables in relation to academic achievement.

**4. Conclusion**

This study examined the relationship between Junior High School students' motivation (intrinsic and extrinsic), self-esteem (identity, belonging, purpose, and competence), and their Filipino language proficiency. The findings revealed very weak and statistically insignificant correlations between these variables and language proficiency. Specifically, the correlation between motivation and Filipino language proficiency was *r = 0.087* (*P = .450*), and for self-esteem, *r = 0.177* (*P = .132*). These variables were not significantly correlated with Filipino language proficiency, suggesting limited association in this context.

The weak correlations suggest that other factors may have a more substantial influence on language acquisition, such as instructional strategies, language exposure, and socio-cultural contexts. Although motivation and self-esteem remain important components of academic success, their direct contribution to Filipino language proficiency appears minimal in this context.

Given these findings, future research should adopt a more comprehensive approach, potentially through longitudinal or qualitative designs, to explore students' individual language learning experiences. Investigating the interaction among psychological, environmental, and educational factors may yield deeper insights into language acquisition. Ultimately, this study contributes to the growing body of research by highlighting the multifaceted nature of language learning and urging educators and policymakers to consider a broader range of influences in designing effective language education programs.

**Consent**

All authors declare that written informed consent was obtained from the participants. A copy of the written consent is available for review by the Editorial Board members of this journal.

**Ethical approval**

The authors adhered to ethical standards in order to ensure the privacy and well-being of all participants while collecting the data required for this study. Prior to conducting the study, the authors obtained permission and approval from the School Principal, Vice Principal for Academics, Class Advisers, and the Participants. The authors issued informed consent letters to all participants prior to the collection of any data. The consent letters provided a comprehensive explanation of the study's objectives, the procedures that would be employed, and the rights of the participants. Moreover, the consent forms provided assurance that all responses would be kept confidential and that no identifiable information would be disclosed in the study's results. The authors also guaranteed that the data collected would be used entirely for the study's purposes.

**DECLARATION OF GENERATIVE AI IN SCIENTIFIC WRITING**

The authors hereby declare that generative AI technologies such as Grammarly Premium, Quillbot Premium, and ChatGPT Pro (GPT -4o) has been used during the writing or editing of the manuscript. All content modified and assisted of these tools was carefully reviewed, revised, and verified for accuracy. The authors maintain full responsibility for the final version of this manuscript.

Details of the AI usage are given below:

1. Grammarly Premium – The manuscript was input into Grammarly for grammar checking, tone suggestions, and clarity improvement suggestions.

2. Quillbot Premium – Specific sentences and paragraphs were entered into Quillbot to generate alternative phrasing and enhance sentence flow.

3. ChatGPT Pro (GPT-4o) – Selected text segments were submitted with prompts questing translation from Filipino to English, and suggestions for clearer, more academic rewording. Prompts used: “Translate the following from Filipino to academic English” “Suggest a clearer way to express this idea in English without changing the meaning”

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1.

2.

3.

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**Definitions, Acronyms, Abbreviations**

To better understand the various terminologies that are used in this study, the following terms are conceptually and operationally defined:

**Belonging.** It is defined as a sense of close relationship towards a group (Merriam-Webster, 2024). In this study, it refers to a students' sense of connection and inclusion within the Filipino language speaking community. It reflects their feelings of acceptance and relationship when engaging with the language, whether in academic or social contexts, and how these experiences influence their motivation and proficiency in learning Filipino.

**Competence.** It is defined as the ability of an individual in having sufficient knowledge, judgement, skill, or strength, that enables a person to be aware of their capabilities (Merriam-Webster, 2024). In this study, this refers to their confidence and proficiency in handling academic and everyday tasks that require the use of the Filipino language.

**Content.** It is defined as the topics or matter treated in a written work (Merriam-Webster, 2024). In this study, it refers to the relatedness and relevance of a specific given topic to the overall discussion.

**Extrinsic Motivation.** It isdefined as the motivation that comes from external factors, rather than from within the individual’s personal interest (Merriam-Webster, 2024). In this study, it refers to the students’ drive to learn and engage in the Filipino language mainly due to external factors, such as grades, recognition, and rewards, rather than by personal interest or enjoyment.

**Grammar.** It is defined as the study of the classes of words, their inflections, and their functions and relations in the sentence (Merriam-Webster, 2024). In this study, it refers to the students' ability to construct sentences correctly in Filipino, following the proper sentence structure, syntax, and word usage.

**Identity.** It is defined as the distinguishing character or personality of an individual (Merriam-Webster, 2024). In this study, this refers to how students perceive themselves in relation to their ability to use and understand the Filipino language, including their sense of character as it connects to their cultural and linguistic identity.

**Intrinsic Motivation**. It is defined as the motivation that comes from within an individual, driven by personal interest, enjoyment, or the satisfaction derived from the activity itself, rather than from external rewards or pressures (Merriam-Webster, 2024). In this study, it refers to the drive to engage in an activity due to an individual’s own enjoyment or interest rather than external rewards.

**Language Proficiency.** It is defined as the ability of an individual to speak, read, write, and understand a language with a high degree of competence (Merriam-Webster, 2024). In this study, it refers to the students’ ability to effectively understand, speak, read, and write in the Filipino Language. It incorporates the level of skill and competence a student has in using the Filipino Language in various forms of communication, including speaking, reading, writing, and comprehension.

**Mechanics.** It is defined as the mechanical or functional details or procedures (Merriam-Webster, 2024). In this study, it refers to the technical aspects of writing in Filipino, such as punctuation, capitalization, and proper formatting, which contribute to clear and effective written communication.

**Motivation.** It isdefined as a need, desire, a motivating force, stimulus, or influence that causes a person to act or engage in an activity (Merriam-Webster, 2024). In this study, this refers to the distinct levels of drive or commitment that students exhibit towards learning and engaging with the Filipino Language. Levels of motivation can range from high to low depending on students’ interest or engagement in the Filipino Language.

**Organization.** It is defined as the condition or manner of being organized (Merriam-Webster, 2024). In this study, it refers to the logical arrangement and coherence of ideas in students' written outputs in Filipino, ensuring that thoughts are presented in a clear, structured, and orderly manner.

**Purpose.** It is defined as something set up as an object or end to be attained, such as an intention or goal (Merriam-Webster, 2024). In this study, it refers to the students' sense of direction or goal in learning the Filipino language, which may stem from their intrinsic interest or external motivations to achieve proficiency and accomplish specific objectives.

**Self-esteem.** It is defined as the confidence and satisfaction of oneself (Merriam-Webster, 2024).In this study,this refers to an individual’s overall sense of self-worth or personal value, either high or low.

**Vocabulary.** It is defined as a sum or stock of words employed by a language, group, individual, or work, or in a field of knowledge (Merriam-Webster, 2024). In this study, it refers to the variety and relevance of words that students use in their written outputs in Filipino, which contribute to the clarity and effectiveness of their communication.