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MOTIVATION AND ACADEMIC PERFORMANCE ON THE ENGLISH LANGUAGE IN STUDENTS OF THE THIRD YEAR OF HIGH SCHOOL FROM THE UNIDAD EDUCATIVA FISCOMISIONAL "LA SALLE", TULCÁN 2023-2024

MOTIVACIÓN Y RENDIMIENTO ACADÉMICO EN EL APRENDIZAJE DEL IDIOMA INGLÉS: UN ESTUDIO CON ESTUDIANTES DE TERCER AÑO DE SECUNDARIA DE LA UNIDAD EDUCATIVA FISCOMISIONAL 'LA SALLE', TULCÁN 2023-2024

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ABSTRACT

The goal of the study was to analyze the relation between *motivation* and *academic performance* in students of the third year of high school in the Unidad Educativa Fiscomisional Hermano Miguel "La Salle" in Tulcán City, 2023-2024. The sample of the study took into account 117 students and three teachers belonging to the English Language Area. It is fundamentally based on the motivational socio-educational theory by Robert Gardner and Wallace Lambert, and on methodological quantitative approach, on the descriptive correlational kind, in order to establish the correlation between two variables of study. Two instruments were applied: a questionnaire made up by 47 items to the students and interviews consisting of 27 questions to the teachers. The results, by means of the Rho statistical coefficient by Spearman ($\rho = 0.826$), have showed a positive and highly significant relation between motivation and school performance, that implies, the higher the motivation is, the higher the school performance will be. In addition, the interviews done to the teachers evidenced influential factors in the motivation, learning methodologies and academic performance. To begin with these findings, strategies focused on the four dimensions of the motivation: intrinsic, extrinsic, integrative and instrumental were applied; the same that can be used as a guide to improve the English Language teaching-learning process significantly.

Keywords:

Motivation, academic performance, baccalaureate students, English language learning

RESUMEN

El objetivo del estudio fue analizar la relación entre la motivación y el rendimiento académico en estudiantes de tercer año de secundaria de la Unidad Educativa Fiscomisional Hermano Miguel "La Salle" de la ciudad de Tulcán durante el periodo 2023-2024. La población de estudio estuvo compuesta por 117 estudiantes y tres profesores de inglés. El estudio se basó en la teoría socioeducativa motivacional de Robert Gardner y Wallace Lambert, y adoptó un enfoque metodológico cuantitativo, de tipo descriptivo correlacional, para establecer la correlación entre las dos variables de estudio. Se aplicaron dos instrumentos: un cuestionario de 47 ítems para estudiantes y entrevistas con 27 preguntas para docentes. Los resultados indicaron, utilizando el coeficiente estadístico Rho de Spearman ($\rho = 0,826$), una relación positiva y altamente significativa entre la motivación y el rendimiento académico, sugiriendo que cuanto mayor es la motivación, mejor es el rendimiento académico. Además, las entrevistas con profesores revelaron factores influyentes en la motivación, las metodologías de aprendizaje y el rendimiento académico. A partir de estos hallazgos se propusieron estrategias enfocadas en las cuatro dimensiones

de la motivación: intrínseca, extrínseca, integradora e instrumental, que pueden servir como guía para mejorar significativamente el proceso de enseñanza-aprendizaje del idioma inglés.

Palabras clave:

Motivación, rendimiento escolar, estudiantes de secundaria, aprendizaje de inglés.

INTRODUCTION

Nowadays, when globalization and interconnection are imperative, learning English is an essential instrument for both professional and academic success. Not only does mastering a second language widen the academic or occupational opportunities, but it also strengthens the critical thinking and adaptability capacity in a constantly changing and evolving world.

The current study was carried out in an educational institution in the Province of Carchi in Tulcán City that is located in the northern region of Ecuador, on the borderline with Colombia. This institution has been working for 87 years. From the teaching point of view, there has been a noticeable students' limitation to learn a new language. To face this, it is important to understand the factors that exert an influence on the students' motivation, and how they influence in the teaching-learning process. Since motivation can improve the attitude and willingness of the students towards English language learning. In this area, it is worth highlighting the exhortation of the study by Moran & Cordero (2024), that an equitable and inclusive education model must consider multiple aspects to address inequalities and promote learning opportunities for all (p. 28).

Fundament

This study is based on the socio-educational model developed by Gardner (1985), which points out that motivation is essential for the effective learning of a second language, promoting positive attitudes among trainees. The *Attitude Motivation Test Battery* (AMTB), by Gardner, has been used to evaluate the motivation level in the students. Furthermore, interviews have been done to English teachers for the purpose of collecting relevant information to perform this research.

Motivation on learning English as a second language

According to Gallegos & Lopez (2020), motivation is seen as an abstract concept, multidimensional and explicative referring to human behavior. They point that motivation represents a psychological mechanism that shows the right direction and intensity of the individual's conduct. It means that motivation works as an impulse that leads students to reach their academic goals and get educational success.

Its importance comes from its own capacity to promote personal development and achievement. Influencing the level of effort that is dedicated to learning and the overcoming of academic challenges. In baccalaureate, this motivational focus gets a transcendental importance, given that students are in a crucial stage in their academic development. In this period, the acquisition and mastering of a second language not only represents a requirement, but it also is an essential in the globalization era.

In this sense, as Ortega et al. (2020) assures, English, in its quality as a universal language of communication, moves an inner wish for the additional linguistic dominion, whose acquisition is intrinsically linked to a proactive and determined attitude. This meets Gardner's observation (1985), who affirms that in spite the recognition of the advantages associated with the domain of a new language, students also realize its expendability, which gives motivation a vital role in the process of language learning.

Gardner's contribution (1985) supports that the motivation to acquire the subtleties of a second language embraces a mixture of learning wishes, dedication pointing this goal and pointing favorably toward the process of acquisition. To this specialist, motivation and attitudes exert a deciding influence in the process of the acquiring the domain of a language, guiding the individual to the active quest for learning opportunities.

Kinds of Motivation on learning English

To Centro Virtual Cervantes (s/f), the various psychological approaches have highlighted different foci of motivation, aligned with its fundamental principles. Meanwhile the behaviorism fundamentals the motivation on external factors, the constructivism joins the cognitive perspective and the subjective experience of the individual.

Intrinsic and Extrinsic Motivation

According to Centro Virtual Cervantes (s/f), the intrinsic motivation refers to the impulse generated within the individual, meanwhile the extrinsic implies that the student carries out an activity as a result of the external stimuli or personal interest. To Alvarez & Rojas (2021a,b,c), there is a correlation between the intrinsic and extrinsic motivation in the context of learning a foreign language. On one hand, the intrinsic motivation is defined as the inner strength that impulses an individual to take part of the activities which result personally gratifying, independently of external influences. In the educational field, this motivation makes evident the genuine interest of a student to acquire knowledge, evidenced through the dedicated effort and self determination to achieve educational goals.

As stated by Filgona et al. (2020), this kind of motivation in relation with the language learning implies that students intend to mimic native speakers. Alvarez & Rojas

(2021a,b,c), attested that the extrinsic motivation is made up by external stimuli that move the person to launch a specific action. It is linked to rewards or incentives which turn on the students' interest to the subject of study. The authors affirm that within this kind of motivation, the students seek recognition for showing the progress in their language learning. The teacher's role gets a meaningful relevance, since it requires the capacity to maintain a constant and significant level of motivation in a favorable surrounding.

Integrative and instrumental Motivation

The socio-educative approach, stated by Gardner and Lambert in the 1970's, has been the most influential in the learning field of second languages. This model characterizes the motivation in two main orientations: integrative and instrumental. On one side, the integrative motivation, reflects the interest to learn a language in order to interact and be accepted in their linguistic community. Based on the conceptualization proposed by Alvarez & Rojas (2021a,b,c), this motivation is tightly connected with the eagerness to acquire the competences of a second language for the purpose of reaching an effective insertion in the community of native speakers. This kind of motivation emerges as a result of the impulse to establish significant links and connections with other members of the community.

Essentially, the purpose of this motivation lies in finding a satisfying cultural integration and get recognition within it. Gardner (1985) identified three fundamental components of the integrative motivation: the intrinsic impulse to learn or use a second language, the attitude toward the process of learning a language and, finally, the amount of dedication and effort that the student is willing to invest in such process. On the instrumental perspective, to Males (2023), learning a language is compared to acquire a tool that provides tangible advantages. The language becomes the means to achieve a goal.

The comprehension and implementation of the multiple types of motivation in the process of learning the English language to the baccalaureate students helps to create an enriching educative environment. Identifying the intrinsic motivation as well as the extrinsic one, as the integrative and instrumental orientations, lets us develop effective strategies that enclose the individual needs of the students, permitting both their personal and academic growth success.

The English Teacher's motivation

The authors Filgona, et al. (2020), affirms that the teacher's performance improvement is set as one of the goals within the school field. It is imperative to nurture the motivation that the foreign language teacher through actions and strategies that enable the alignment between their individual goals and those of the educative institution. A motivated teacher exhibits a higher willingness towards pedagogical innovation, showing contagious enthusiasm and a predisposition to adopt educational practices.

Attitude and motivation

The attitude has acquired a significant role in the field of second language learning. Researchers have highlighted the importance of attitude as a fundamental component in the pedagogy of learning foreign languages or second languages (Sewbihon, 2020).

Following the same idea, Gardner (1985) argues that studies report that affective variables play a significant role in the success of foreign language learning. Attitude is configured as a reactive evaluation towards an object or referent attitude, derived from the beliefs or opinions of the individual referent. It proposes that attitude is a motivational component in the language learning process. Thus, motivation is the combination of effort and desire aimed towards the goal of learning the language, together with favorable attitudes towards the process of language learning. Gardner & Lambert (1972), corroborate those positive attitudes towards learning a foreign language also contribute to improving proficiency in it.

According to Gardner's (1985) reflections, five primary attributes framed in the sphere of attitude are identified that deserve to be taken into consideration in the context of learning a second language. Such elements include cognitive attitudes, focused on beliefs and perceptions, as well as affective attitudes, concerning the emotional and affective sphere towards objects, individuals or situations. It is important to highlight those attitudes are characterized by their dimensional, rather than bipartite, nature. They are attitudes that predetermine the inclination of an individual towards certain behaviors, being the result of learning processes, free of genetic inheritance.

Based on the specific objective of the research to determine the incidence of motivation factors and school performance of third-year high school students in learning the English language in the Unidad Educativa Hermano Miguel "La Salle" during the period 2023- 2024, Tables 1, 2 and 3 are prepared.

Table 1. Factors influencing motivation to learn English

Factor	Description	Elements
Student Personality	It embraces individual and attitudinal characteristics.	Self confidence
		Risks
		Anxiety
Educational Context	Teacher-student interaction; mutual commitment	Learning Situation
		English teacher
		Didactic Material
Social Context	It comprehends the student's socio-cultural environment, including family and community.	Student's Family
		Group of students: conversational practice, social dynamics and mutual support.
		Community
Other factors	Gender and age	Gender of the language
		Age and learning

Source: Adapted from Sewbihon (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184.

The mentioned factors affect motivation, since aspects such as the student's personality include elements such as self-confidence to face challenges, taking risks to improve their performance and avoiding negative aspects such as frustration or anxiety, which make it difficult to concentrate and learning. In the educational context, the impact is direct because the teacher is one of the key pieces in learning; It is who must generate a positive environment, with clear and achievable expectations, all accompanied by adequate teaching resources that complement the teaching. It is also essential to consider the group of students and the environment, since these can influence the student both positively and negatively. Finally, age and gender are factors that can best guide the teacher to personalize learning and use appropriate methodology.

Academic Performance

The term academic performance refers to the evaluation of the competencies that a student acquires in specific areas of knowledge, which includes skills, knowledge and attitudes (Olivero, 2020). In the past, the predominant focus in assessing school performance focused solely on the grades earned by students (Moore, 2019). However, recent research in the educational field highlights those social and emotional factors have a significant influence on students' attitude towards academic learning.

In general, according to the Ministry of Education of Ecuador and in relation to the Council of Europe (2002) and its Common European Framework of Reference for Languages (CEFR), it is established that third-year high school students must achieve a B1.2 level, which implies a high intermediate proficiency in the language. This level empowers students to understand complex texts more easily and to interact effortlessly with native speakers. These students are considered to be independent users of the language, which means that they have the ability to express themselves and understand autonomously in various communicative situations.

Factors Influencing English Language School Performance

According to Srisopha (2022), the factors that influence academic performance in English language learning encompass three elementary factors; the student, English teachers and the teaching environment (Table 2).

Table 2. Factors Influencing Student's School Performance in English

Factor	Description	Elements
Student Personality	Student participation, proactivity, and attitude are key to achieving better performance in English language learning.	Attitude: The positive attitudinal disposition not only does it ease the assimilation of the pedagogical content.
		Preparation: Familiarity with effective study and time management strategies is required to ensure a sustainable academic future.
		Motivation to study: connection between the language and the student's personal and professional goals.

English Teacher	The teacher's role includes effective management of the learning process.	Learning Management: Refers to the teacher's ability or set of skills to develop engaging, effective, relevant, and stimulating content that provides constructive feedback and personalized support.
		Teacher personality: Among the essential characteristics that a language teacher must possess are patience, empathy, authenticity and creativity.
		Acceptance of student opinion: in order to promote a more participatory environment that is adaptable to individual needs.
Teaching environment and social context	It lies in the influence that the school environment has and social factors can change educational experiences.	School environment: not only within the classroom, but also in extracurricular activities and additional settings.
		Family socioeconomic level: can influence on students' learning opportunities.
		Family Support: Active parental involvement in their children's education makes a difference in their student development.

Source: Adapted from: Srisopha (2022). Factors Affecting Students' Achievement in English Language Learning at Thailand National Sports University of Central Region. *Education Quarterly Reviews*, 5(2).

Motivational strategies in learning English as a second language

The motivation of students in the process of acquiring English as a second language demands the implementation of strategies to meet individual needs. To increase participation and engagement and cultivate an environment for learning that fosters perseverance and encourages student autonomy. In this context, the strategies proposed by Dörnyei (2001) in the field of motivational research in foreign language students stand out, whose strategies are structured in various phases.

The first stage of these strategies lies in the establishment of basic motivational conditions, which encompass the creation of a conducive classroom environment. The second phase focuses on generating initial motivation through willingness and enthusiasm, as well as highlighting the instrumental value of English. Subsequently, the third phase seeks to maintain and preserve this motivation through stimulating tasks, collaborative work and the promotion of self-confidence. Finally, the fourth phase involves encouraging positive self-reflection, encouraging students to analyze their achievements and face failures with a constructive perspective.

Within this framework, the strategies proposed by Dörnyei (2001) are broken down. First, the explicit formulation of constructive group norms is highlighted. Establishing group rules from the beginning to the end of the academic process is essential to maintain an environment conducive to learning, where punctuality, the use of English in group work and constant feedback from the teacher are prioritized.

Secondly, the assessment of the instrumental benefits of learning English is promoted, especially for high school students who are preparing to enter university and want to achieve success in their professional lives. Next, the relevance of the teaching materials for students is emphasized, which must be relevant to their curriculum and address topics of interest to the group. This task falls on both the selection of appropriate texts and the teacher's initiative to develop in-class topics that relate to students' interests.

In addition, the creation of autonomy in the student is proposed as a strategy to promote sustainable motivation. Allowing students to choose aspects of the learning process, such as preferred texts or discussion topics, as well as promoting project work, gives them the opportunity to organize and link English to their curriculum. Finally, the importance of increasing student satisfaction through a positive learning experience is highlighted, which contributes to stimulating their intrinsic motivation and willingness to actively seek knowledge, as pointed out by Abdullah et al. (2019).

Table 3. Operationalization of variables

VARIABLE	DEFINITION	DIMENSION	INDICATOR	INSTRUMENTS
Motivation	It is the impulse that students have to perform certain activities or tasks, through the actions proposed by teachers as a mediation for the learning process.	Intrinsic Motivation	Voluntary participation, program interest, self-assessment, self-esteem, learning satisfaction, autonomy in learning, age, gender.	Questionnaire/ Interview
		Extrinsic Motivation	External rewards, conditional participation, teacher motivational profile, need for social recognition.	
		Integrative Motivation	Interest in and identification with culture, immersive experiences, participation in activities, positive attitude towards linguistic diversity.	
		Instrumental Motivation	Interest in professional development, language usefulness, self-assessment, planning.	
School Performance	Ways to evaluate the students' learning capacities are assessed.	Academic Achievement Scale	Students score average	Observation form

Source: Prepared by authors

MATERIALS AND METHODS

It has been developed from the quantitative approach of a correlational descriptive type. These correlations are based on the hypotheses raised in the research:

Null hypothesis: There is no relationship between motivation and school performance in high school students in English language learning.

Alternative Hypothesis: There is a relationship between motivation and school performance in high school students in English language learning.

The reliability coefficient has been determined using Cronbach's alpha (α), to evaluate the reliability of the instrument applied in the research, that is, the questionnaire applied to the 117 third baccalaureate students. According to Rodríguez & Reguant (2020), it varies from 0 to 1, with 1 being the maximum reliability score. This coefficient expresses the reliability and consistency derived from the covariation between the items that make up the questionnaire. A high score indicates that students responded to the questionnaire appropriately and that the information is usable.

Table 4. Reliability coefficient (α)

Reliability Statistics	
Cronbach's Alpha	N of Items
.811	47

Source: Prepared by authors

The value of the reliability coefficient is 0.811, which indicates that the information obtained from the students is truthful and reliable. An analysis of means has been used, according to Peláez (2012), to contrast values of a variable across two or more categories. It was used to compare the results obtained between age and gender in relation to the different types of motivation and performance, in order to determine if there are significant differences.

For the hypothesis test, the correlation coefficient or Spearman's Rho (ρ) has been used, a non-parametric measure to know the relationships between variables, and for the interpretation of the coefficient it states that the perfect negative correlation is -1, strong negative correlation is -0.5, no correlation is 0, strong positive correlation is +0.5, perfect positive correlation is + 1 (Martinez et al., 2009, p.1). The relationship between a discrete variable (items on motivation) and a continuous variable (average of students' grades) was analyzed.

Population and Sample

The study is non-probabilistic and the sampling is intentional, because it was taken into account all the students of the three classrooms of third year of high school A, B and C as a census. For that reason, the 117 students of the Unidad Educativa Fiscomisional Hermano Miguel "La Salle" in Tulcán City were considered. This group of students was considered because they are in a transition phase from secondary to university education. The three female teachers of the English area took part of it.

Techniques and Instruments

It was applied to students the survey, a classroom questionnaire. This questionnaire was based on the Attitude/Motivation Test Battery (AMTB) and used the Likert scale. The instrument consisted of 47 items. A structured interview was conducted with the three teachers of third year of high school, with 27 questions in-person way.

The processing of the information was carried out using the Statistical Package for the Social Sciences (SPSS) software, to determine the reliability and correlation coefficients. The information collected from the interviews with the teachers allowed an interpretive analysis, considering their opinions.

RESULTS

On the research specific objective function: To diagnose the level of motivation of third-year high school students in learning the English language in the Unidad Educativa Fiscomisional Hermano Miguel "La Salle" in Tulcán City during the period 2023-2024, tables: 4, 5, 6 and 7 are presented in order to know the students' responses in percentages according to the Likert scale and considering the dimensions of motivation: intrinsic, extrinsic, integrative and instrumental.

Table 5. Intrinsic Motivation Level

Intrinsic Motivation	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
Learning English is really great	50	37	9	1	3
I wish I could speak many foreign languages perfectly	73	23	4	0	0
I feel anxious if someone asks me something in English	19	27	33	15	6
I feel very much at ease when I have to speak English	9	21	38	27	5
My English class is really a waste of time	3	9	14	27	47
I would get nervous if I had to speak English to a tourist	29	38	21	8	4
Studying foreign languages is not enjoyable	3	15	27	27	28
I make a point of trying to understand all the English I see and hear	29	38	25	5	3
I feel quite sure of myself when I am speaking in our English class	10	25	23	30	12
To be honest, I don't like my English class	7	12	22	27	32
I wish I could read newspapers and magazines in many foreign languages	44	29	15	6	6
I really enjoy learning English	32	33	29	4	2
It embarrasses me to volunteer answers in our English class	12	34	33	11	10
I'm losing any desire I ever had to know English	13	18	25	22	22
I tend to give up and not pay attention when I don't understand my English teacher's explanation of something	20	16	27	23	14
When I leave school, I will give up the study of English because I am not interested in it	6	10	18	27	39

Source: Questionnaire applied to students based on (AMTB).

According to the obtained data from the questionnaire applied to students, it is observed that, in terms of intrinsic motivation, the majority of students show a significant interest in English, with more than 70%, expressing a desire to learn other languages. However, there is also a notable tendency to experience anxiety when speaking English in public, with native speakers or in the classroom, which can hinder the learning process and generate frustration, negatively affecting their academic performance.

On the other hand, more than 60% of students perceive learning English as a valuable investment of their time, recognizing its importance. More than 50% enjoy the process of learning English and find that they put considerable effort into absorbing everything they can see and hear in this language. In addition, it is worth mentioning that many students plan to continue their English studies beyond their school years, underscoring a favorable disposition towards long-term language proficiency.

Table 6. Extrinsic Motivation Level

Extrinsic Motivation	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
My parents motivate me to learn English	25	31	27	11	6
I look forward to going to class because my English teacher is so good	33	40	20	3	4
My English teacher has a dynamic and interesting teaching style	50	27	16	4	3
English is a very important part of the school program.	44	46	9	1	0
My parents have stressed the importance English will have for me when I leave school.	35	28	18	11	8
Family conflicts affect my learning process	7	12	29	24	28
My teacher shows that is motivated and likes to teach English	50	33	11	3	3
My English teacher is a great source of inspiration to me	39	28	17	6	10
I practice English outside the classroom by reading books, listening to music or watching movies in English	22	29	17	17	15
My English teacher motivates me to learn in an attractive and creative way	38	39	16	6	1
The resources and materials within the class are optimal for language learning	38	31	18	12	1
My English teacher always attends classes and arrives on time	45	33	17	3	2
My teacher fully respects the student	56	32	7	2	3
My teacher disrespects students because of their socioeconomic, religious or political conditions	11	9	4	12	64
My teacher shows mastery in teaching English	60	28	7	4	1
My teacher recognizes outstanding students in English	31	28	29	8	4
My teacher pays little interest to students who are not outstanding in the language	6	11	15	27	41

Source: Questionnaire applied to students based on (AMTB)

More than 50% of students are motivated by their parents to study English and consider that family conflicts do not affect their learning process. This suggests a positive external influence. As for the teacher, it is a key piece in their academic process, as the image that students have of their English teacher is positive. More than 70% of students consider the teacher's methodology to be appropriate and attractive. It is important to also consider the teacher's mastery of the subject, which directly motivates students and predisposes them to learn in a more proactive and participatory way.

Given the importance of English for junior high school students, the educational resources available in the classroom are essential to enhance learning. In addition, the rewards or recognitions that the teacher gives to outstanding students are important. More than 60% of students agree with this type of recognition, as it motivates them extrinsically. Therefore, the influence of external factors such as parental motivation and teacher quality contributes significantly to the development of knowledge and, consequently, to academic success.

Table 7. Integrative Motivation Level

Integrative Motivation	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
Studying English is important because it will allow me to be more at ease with people who speak English.	57	31	8	2	2
Studying English is important because it will allow me to meet and converse with more and varied people.	56	35	8	0	1
I wish I could have many native English-speaking friends.	44	21	27	6	2
Native English speakers are very sociable and kind	19	31	43	5	2
Studying English is important because it will enable me to better understand and appreciate the English way of life.	48	33	11	6	2
Immersion in English culture and contact with native speakers can contribute to my motivation	37	29	26	5	3
When I use English in real situations, I feel more confident and motivated to continue learning	23	29	34	12	2
I look for opportunities to explore English-speaking culture away from the classroom	32	17	32	14	5

Source: Questionnaire applied to students based on (AMTB)

More than 80% of third-year high school students consider learning English is important to meet and interact with English speakers. Not only is this importance limited to interpersonal interaction, but also includes contact with other cultures, thus expanding their social circle and the advantages that this entails in their academic and professional life.

Positive student perception is crucial to fostering cultural and social interaction, demonstrating their willingness to use immersion holistically in their student life. However, approximately 30% of students neither agree nor disagree with the importance of immersion, indicating the need to work on their holistic motivation to achieve collective improvements.

Table 8

Table 8. Instrumental Motivation Level

Instrumental Motivation	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
I study English only because it is a mandatory subject and is necessary to graduate	15	24	21	18	22
Studying English is important because I will need it for my career	46	34	16	0	4
Knowing English isn't really an important goal in my life.	48	27	21	3	1
Studying English is important because it will be useful in getting a good job.	50	30	13	3	4
Knowing English will allow me to obtain better grades at school or university	50	33	11	4	2
It is important to know English because I can access academic resources or information in this language	59	24	14	0	3

Source: Questionnaire applied to students based on (AMTB)

The majority of students, more than 70%, consider that studying English is crucial because it will be necessary for their career and professional life. This objective is reinforced by the fact that more than 80% of students are aware that knowing English will provide them with better grades and, therefore, greater satisfaction. This denotes a positive perception about the usefulness of language within the educational context.

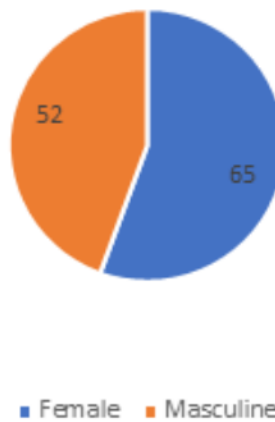
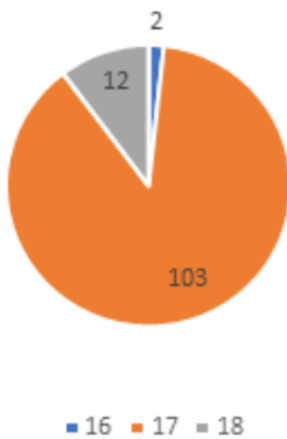
More than half of students consider English important because it opens many doors for them, not only academically but also personally and professionally. It is common knowledge that, at present, most of the information is in English. Being at the forefront of this knowledge makes us competitive individuals, which generates greater advantages in the environment.

Analysis of Means

For the analysis of comparison of means, age and gender have been considered, in relation to the different dimensions of motivation and performance, of which the most significant have been taken. Charts 1 and 2

Graphic 1 Students by age

Graphic 2 Students by gender



Source: Prepared by authors

In the first instance, when comparing the means between age and intrinsic motivation, there is no greater influence between these two elements, so it can be said that age in this case is not a factor that significantly influences, so that students are intrinsically motivated, on the other hand, when comparing gender with intrinsic motivation, in the item: When I finish school I will leave the study of English because I am not interested, there is a mean value of 3.52- 4.06 for men and women respectively, which means that men are a little more indifferent in terms of continuing to study English, while women if they want to continue studying English after finishing school. In relation to extrinsic motivation and age, in the item: My teacher is a great inspiration for me, the value of the averages is: 3.00-2.17-2.50 for the ages of 16, 17 and 18 respectively, 16-year-old students are indifferent to this statement, while for 17 and 18-year-old students the teacher does represent an inspiration, so in some way age moderately affects appreciation. In relation to gender within extrinsic motivation, there is no significance value, so it is concluded that gender does not influence extrinsic motivation.

In relation to age and integrative motivation, there are no significant differences due to age, so it can be said that age does not affect integrative motivation, where in relation to gender there are no relevant values, it is concluded that gender does not affect integrative motivation. In relation to instrumental motivation, related to age, it does not have a relevant average value as with gender, so it is concluded that neither age nor gender affects instrumental motivation.

On the other hand, according to age in relation to performance, the averages are 7.71-7.83-7.59 between the ages of 16, 17 and 18 respectively, so it can be concluded that age does not influence the performance of third-year high school students, the same happens with gender, the value of the averages is 7.63-7.99 between male and female respectively so there is no impact in terms of gender related to performance.

Spearman's non-parametric Rho correlation

This coefficient has been applied since the correlation between a discrete variable (items on motivation) and a continuous variable (average of students' grades) is analyzed, in order to determine the type of correlation that exists between the aforementioned variables. Table 9

Table 9. Spearman Rho Spearman

Correlations				
		Motivation		Performance
Spearman Rho	Motivation	Correlation Coefficient	1.000	.826**
		Sig. (bilateral)	.	.000
		N	117	117
	Performance	Correlation Coefficient	.826**	1.000
		Sig. (bilateral)	.000	.
		N	117	117

** . The correlation is significant at the 0.01 level (2 tailed).

Source: Prepared by authors

The correlation coefficient is 0.826, it indicates a strong positive correlation between motivation and performance, as motivation increases it also increases performance and vice versa, and that is proven by the level of significance that is 0.000 ($p < 0.001$), this correlation substantiates the authentic relationship between these study variables.

Interview Results

The age of the teachers interviewed was 39, 50 and 60 years, the professional profile of English teachers: Bachelor's and Master's Degrees in English; the years of experience comprised of 3 years, 15 and 38 years respectively. Years of experience represent more knowledge. The 27 interview questions have been classified into the four dimensions of research: intrinsic, extrinsic, instrumental and integrative motivation. Table 10

Table 10. English Teachers Criteria

Dimensions	Teachers' answers
Intrinsic Motivation	Teachers who have become English teachers have done so for various reasons, such as an early interest in the language, an appreciation for interculturality, and a strong vocation for teaching. Nonetheless, professional development in this field has been limited, without having participated in recent courses. They agree that motivation influences academic performance, making it easier for students to think and act efficiently and willingly towards learning.
Extrinsic Motivation	Despite that many students consider English an unattractive subject; they show motivation to learn it. Teachers have identified several factors that influence this motivation, including educational context, student personality, and social environment. They have developed pedagogical strategies such as playful classes, use of creative materials, comprehensive reading, peer assessments, listening to podcasts, and active participation in class. Notwithstanding, students face obstacles such as a lack of motivation from an early age, academic pressure, personal problems, and a shortage of educational resources. To overcome these challenges, teachers have implemented apps accessible from home and customized classes outside of regular hours.
Instrumental Motivation	In English teaching, several methodological approaches have been prominent: the direct method emphasizes extensive vocabulary, the audio linguistic focuses on repetition and pronunciation, and the communicative approach is based on practical situations. The performance evaluation includes written, oral, and class participation tests, with academic results considered regular by teachers, who notice a lack of fluency from early stages. Despite an average of 7.86 in junior year of high school, students do not reach the required B1.2 level, attributed in part to lack of motivation from an early age.
Integrative Motivation	Teachers have expressed concern regarding the limited immersion activities that have taken place. So far, they have only participated in a single cultural activity in another language and in a collegiate exchange in several years. They consider that they face numerous challenges when integrating cultural aspects into the teaching of English, and point out that grammar teaching is particularly difficult. Despite this, they are willing to approach cultural teaching to enrich learning and encourage students' immersion in other cultures, as well as to spark a genuine interest in knowledge rather than focusing solely on earning grades.

Source: Responses grouped according to the dimensions of the research (intrinsic, extrinsic, instrumental and integrative motivation).

Understanding teachers' perceptions is crucial to understanding their motivation to become an English teacher and their perspective on motivation in learning a second language. One limitation is a lack of specialization in advanced courses. Educators must stay up-to-date in order to expand students' potential. The intrinsic motivation of the student reflects an innate desire to learn, strengthened by the extrinsic motivation provided by the teacher. The effectiveness of this motivation depends on the teacher's creativity to maintain the student's interest. In the third year of high school, teaching strategies are partially effective, although students show a predisposition to learning, they often lack adequate knowledge due to the lack of educational resources and motivation from the early years.

This situation affects both students and teachers, who often lack pedagogical and motivational updates. It is essential that motivated teachers convey this same motivation, which is key to the learning process. Without these tools, the educational process is compromised, negatively affecting students' transition to the university level and their academic and professional future. Current methodologies can benefit from more comprehensive integration. Teachers often use the direct method with translation, balancing the use of English and Spanish to 50%, which limits effectiveness and hinders comprehensive language learning. To foster authentic English proficiency, it is recommended to adopt approaches such as Project-Based Learning, the Lexical Approach and the Inverted Teaching Method. This combination not only maximizes educational benefits, but also ensures its long-term sustainability.

In addition, it is suggested to diversify quantitative assessment methods. Incorporating learning portfolios, formative assessments, self-assessments, and projects can motivate students and allow teachers to better understand their attitudes, skills, habits, interests, and expectations. Students' limited immersion in learning English and its culture represents a significant disadvantage in their educational development. It is crucial to motivate and encourage collegiate exchanges and increase interactions or mentoring with native speakers, either in person or virtually. Dialogue with native speakers undoubtedly benefits the learning process of students. These activities could optimally enrich language proficiency. Extracurricular immersion could be encouraged through intrinsic motivation, allowing students to apply immersion techniques both inside and outside the classroom.

Although not all teachers who teach English have had the opportunity to travel to English-speaking countries, it is widely recognized that living or studying abroad provides a significant advantage in teaching experience.

Comparison of results with previous studies

In recent years, numerous studies have been conducted to analyze the correlation between motivation and academic performance, as well as the relationship between motivation and learning English as a second language. These studies consistently conclude that there is a positive and highly significant correlation between these variables, which allows us to affirm that motivation exerts a direct influence on the learning process and, consequently, on academic performance.

A representative example is the study by Rahardjo and Pertiwi (2020), which found that high school students with higher levels of motivation demonstrated better academic performance. Furthermore, a significant correlation between motivation and learning performance was observed. Similarly, recent research has explored different types of motivation and their impact on academic achievement. In this regard, the study by Agustina et al. (2021) confirms that both intrinsic and extrinsic motivation positively influence academic performance. To carry out their quantitative analysis, they employed Cronbach's alpha coefficient, as in the present study, to determine the reliability of the data obtained.

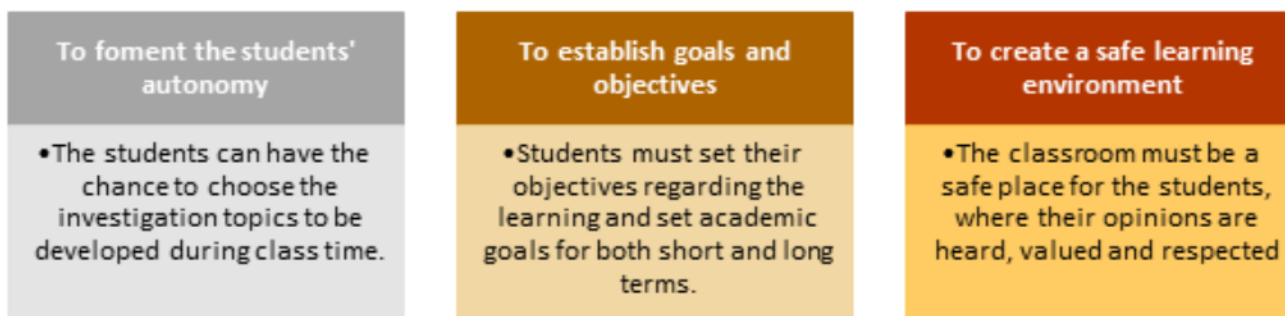
Additionally, a study conducted in an Indonesian school context by Hasan et al. (2021) showed that students' motivation and learning strategies correlate positively and significantly, further reinforcing the relationship between these factors.

Finally, a meta-analysis conducted by Smith & Johnson (2022) on the relationship between motivation and academic performance in high school and secondary students highlights that emotional support and the school environment also play a fundamental role in the development of academic motivation.

In conclusion, the evidence provided by various previous investigations strengthens the present study due to the robustness of the results obtained in similar research. In all cases, it is unanimously concluded that the relationship between motivation and academic performance is highly significant, implying that higher motivation leads to better academic outcomes.

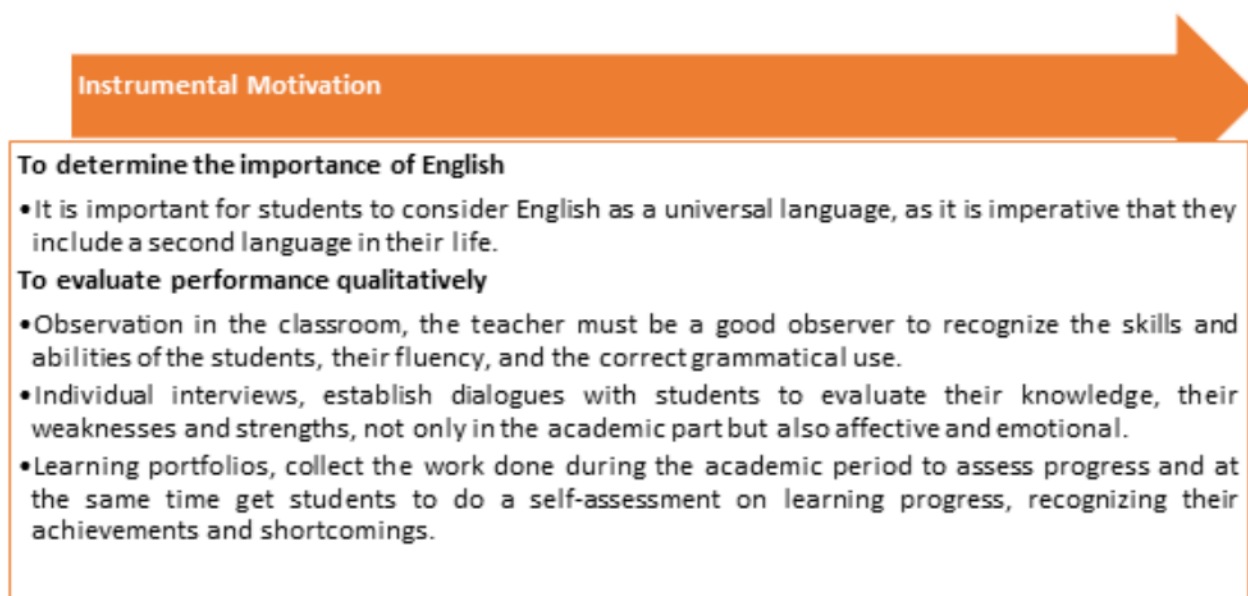
Proposed strategies based on the results obtained

Based on the results of both the questionnaire applied to students and the interviews applied to English teachers, strategies have been developed that can serve as a teaching guide in the subject of English. Graphic 3, 4, y 5



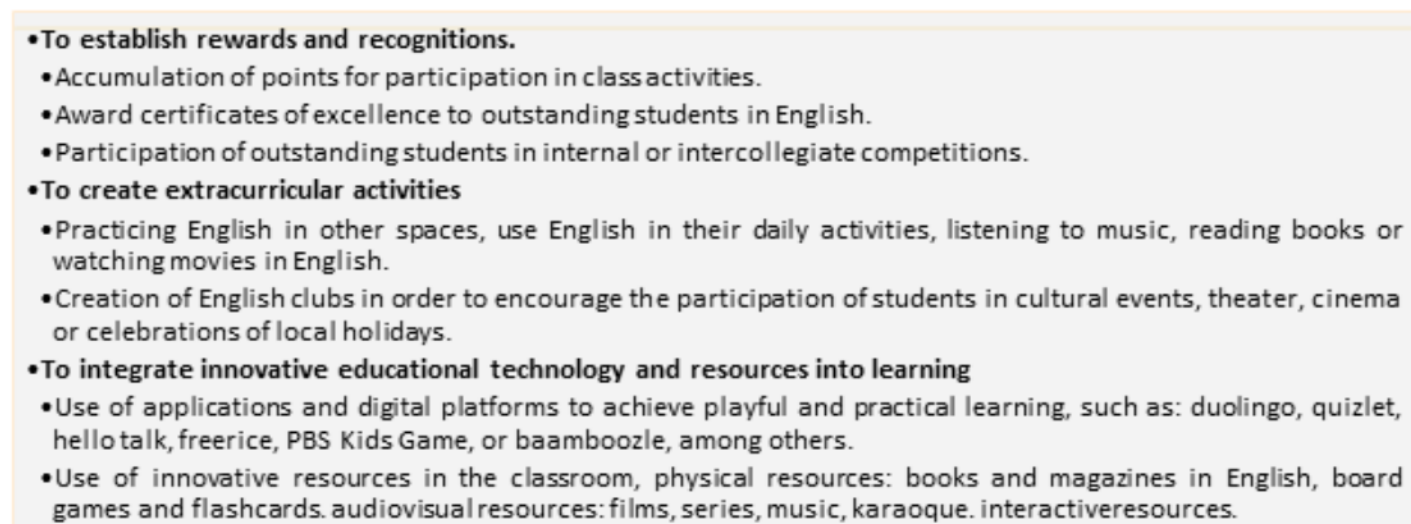
Source: Strategies developed based on the results obtained from students and teachers.

Graphic 4. Instrumental Motivation Strategies



Source: Strategies developed based on the results obtained from students and teachers.

Graphic 5. Extrinsic Motivation Strategies



•To apply innovative teaching methodologies

•The combination of methodologies helps to improve student learning, among these are: the use of the communicative approach, task-based approach, direct method, audio-lingual method, natural method, lexical approach, inverted teaching method, among others.

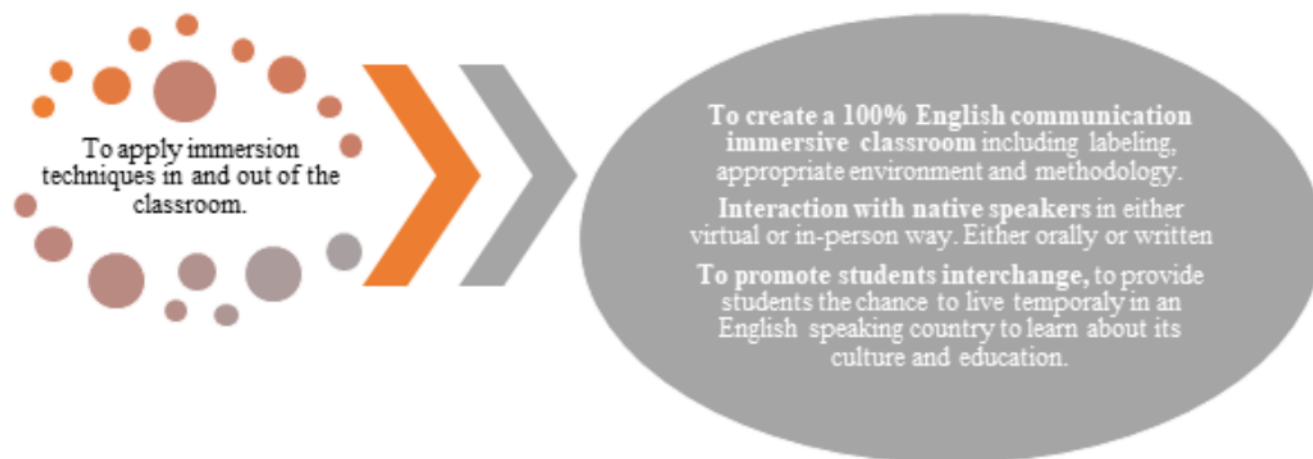
•To motivate the English teacher

- Continuous training for teachers, through courses, workshops, seminars or conferences, not only in the academic area but also in the personal and emotional area.
- Recognition of outstanding teachers in the area, in order to motivate the teacher to continue with their academic project.
- Creating autonomy in the teacher, allowing the use of resources and methodologies according to their knowledge, experience, needs and teaching styles.

Source: Strategies developed based on the results obtained from students and teachers.

The strategies have been developed based on the information collected, complemented by the teaching experience and the analysis of the educational environment of the third-year high school students.

Graphic 6. Integrative Motivation Strategies



Source: Strategies developed based on the results obtained from students and teachers.

The implementation of these strategies within the classroom is the responsibility of the English teachers, as well as the area heads and authorities of the Educational Unit who are responsible for managing and adapting an optimal educational environment. This approach seeks not only to optimize the pedagogical methodologies applied, but also to provide a valuable frame of reference for other English teachers. In this way, it is intended to comprehensively improve the academic teaching-learning process.

CONCLUSIONS

According to the value of Spearman’s Rho coefficient of 0.826, the alternative hypothesis is tested and accepted. This indicates that there is a positive and highly significant correlation between the motivation and school performance of the third-year high school students of Unidad Educativa Fiscomisional Hermano Miguel “La Salle”. In

other words, the greater the motivation, the greater the school performance.

Factors influencing motivation and school performance include student personality, educational context (with an emphasis on teacher quality), and social context, all of which have a considerable impact on the English language learning process. It is important to note that factors such as age or gender do not show a significant influence on learning a second language.

It is concluded that third-year high school students are motivated both intrinsically, extrinsically, instrumentally and integrative. This conclusion is supported by the veracity of the data obtained, according to the reliability coefficient (Cronbach’s alpha) of 0.811, which demonstrates the reliability of the information.

Based on the results obtained from surveys and interviews, strategies have been designed related to each of the dimensions of motivation: intrinsic, extrinsic, integrative and instrumental. The purpose of these strategies is to provide a guide for teaching in the English language, with the aim of achieving a more optimal and comprehensive teaching-learning process.

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