Pupils' Focus and Motivations: Their Influence on Mathematics Performance

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ABSTRACT: Motivation and focus are vital for academic success, particularly in Mathematics, as evidenced in this study, which explores the relationship between pupils' focus and motivation and Mathematics performance. This study examined the correlation between focus, motivation, and Mathematics performance among three hundred fourteen (314) Grade 6 pupils in the West 1 District of Cagayan de Oro City during the School Year 2023–2024.The focus of the study was measured using a previously established questionnaire by Fredricks et al. (2011) and Ersoy (2015). This approach ensured a reliable and well-tested method for gauging pupil focus. A descriptive correlational and causal research design was used. Statistical treatments used are mean, SD, and correlational relationships to analyze the data. Findings revealed that the pupils are extrinsically motivated and perform satisfactorily in Mathematics. Motivation significantly influences academic outcomes, including focus and performance. Motivation that significantly predicts performance in Mathematics, as evidenced by a regression coefficient. Stimulating and fulfilling pupil motivation and satisfaction is fundamental to promoting successful learning and academic performance. Hence, focusing on techniques like mindfulness, minimizing distractions, promoting sustained concentration, improving pupils' ability to stay focused, and potentially enhancing academic outcomes in Mathematics is recommended.

KEYWORDS: focus, Mathematics, motivations, performance, pupils

I. INTRODUCTION

Focus and motivation influence pupils' Mathematics performance. Focus enables pupils to better learn complex concepts by minimizing distractions, which can be reduced with structured learning and techniques like mindfulness. Motivation, which can come from within (intrinsic) or external factors (extrinsic), is the driving force behind one's engagement and success in any given task or goal. Intrinsic motivation enhances deep learning, whereas extrinsic motivation draws from rewards. A balanced education involves both types, emphasizing the creation of engaging, challenge-based lessons and providing constructive feedback to meet pupils' needs and boost their academic success.

Pupils need help focusing during their academic pursuits, affecting their academic performance. Sara (2018) from Oxford Learning recommends several strategies to address this. These include focusing on one task at a time, breaking down assignments, creating a study schedule, identifying and eliminating distractions, and having an organized workspace. By following these strategies, pupils can improve their focus, concentration, and academic performance.

Based on a study conducted by Choosing Therapy (2023), there exist two forms of motivation: intrinsic and extrinsic. Intrinsic motivation arises internally from personal contentment, happiness, and a sense of purpose. Individuals driven by intrinsic motivation are fueled by internal satisfaction, engaging in enjoyable, meaningful, or intriguing activities.

Conversely, extrinsic motivation is propelled by external incentives or consequences, like rewards, power dynamics, or fear, lacking intrinsic motivation's depth and personal connection. The researcher observed some interesting patterns among their pupils during their time as a teacher intern. They noticed that despite having a good grasp of Mathematics concepts, some pupils struggled to pay attention in class due to various distractions in their immediate surroundings. These distractions ranged from noisy siblings and pets to external noise like traffic or construction work. The researcher also found that some pupils were highly motivated to excel in class and participated actively, while others participated only to avoid reprimands from their parents. Understanding these dynamics can help teachers better support their pupils and create more productive learning experiences.

Creating an effective classroom environment involves minimizing distractions and fostering intrinsic motivation among pupils with varying levels of engagement. Teachers can promote a focused learning atmosphere by reducing environmental noises

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and acknowledging home-related disruptions. It is crucial to address the motivational gap, guiding pupils who participate merely to avoid negative consequences at home toward a deeper engagement with the learning material. Recognizing and celebrating pupils' achievements and interests can further fuel their desire to excel academically. Ultimately, the goal is to enhance academic outcomes by engaging and accommodating pupils with diverse motivations for learning.

Self-determination Theory (SDT) offers insights into human motivation and personality by blending research methods with a theory that values innate inner resources for personal development and self-regulation. This approach delves into individuals' natural tendencies for growth and the psychological needs that fuel self-motivation and personal integration, making it a valuable framework for understanding educational motivation and well-being. It has been demonstrated within educational contexts that attending to pupils' fundamental psychological needs can yield positive outcomes for intrinsic and internally motivated extrinsic motivation. Further, it has been observed that external factors, such as rules, expectations, and leadership styles, can significantly impact the motivational levels of both teachers and pupils. When designing educational programs, it is crucial to consider these factors to achieve the most favorable outcome.

Despite much evidence supporting the importance of meeting psychological needs in education, many current policies rely on traditional motivational models that do not adequately cater to the needs of pupils and educators. This discrepancy between theory and practice highlights a significant gap that must be bridged. SDT has become a foundational human development and wellness theory, emphasizing individuals' natural drive for learning and the necessity of supportive environments. By fulfilling fundamental psychological needs like autonomy, competence, and relatedness, educators can cultivate intrinsic motivation, engagement, and overall well-being in educational settings, fostering a conducive atmosphere for growth and success (Ryan & Deci, 2020).

Moreover, motivation is the essential drive that fuels our actions, pushing us toward our goals with a combination of internal and external forces. Intrinsic motivation is personal and powerful, while extrinsic motivation stimulates interest and engagement with tangible benefits and incentives. The balance between intrinsic and extrinsic motivation significantly influences pupil engagement in educational settings. Pupils may lose interest if external rewards are guaranteed from the beginning, highlighting the importance of choice in enhancing pupil participation.

Research suggests that enforcing mandatory favorite activities during free time can diminish pupil interest, indicating that allowing pupils to choose activities can foster greater enthusiasm. By empowering pupils to make decisions and providing input in their learning journey, educators can trigger internal motivation and drive interest from within. Studies underscore motivation's vital role in pupil success, showing that engaged pupils are more likely to invest time and effort in learning experiences. Both intrinsic and extrinsic motivators have been shown to influence pupils positively, with research indicating the effectiveness of both types of motivation in stimulating pupil learning and achievement.

Understanding educational motivation enables customized approaches that leverage intrinsic desires and external incentives to enhance pupil growth and performance. Educators who foster pupils' intellectual curiosity and cultivate their interest in learning create a positive learning environment. They can motivate pupils to achieve their full potential by leveraging their natural curiosity and providing incentives to learn (Boris, 2022).

II. METHODOLOGY

The researcher employed two research designs, namely descriptive-correlational and causal research design. A correlational research design examined the relationships between different variables without the researcher controlling or manipulating them. The correlation coefficient indicates the strength and direction of the connection between two or more variables. The direction of a relationship determines whether it is positive or negative (Bhandari, 2022). Conversely, causal research falls within conclusive research, seeking to establish a cause-and-effect link between two variables.

This type of research is primarily employed to determine the cause of a specific behavior. Causal research helps to identify the causal factors behind a given phenomenon by analyzing the changes in an independent variable caused by the dependent variable (Villegas, 2023). Data was collected through surveys, assessments, and observation protocols. Numerous regression analyses were used to evaluate the relationship of motivation and focus on pupils' Mathematics performance. The study aimed to investigate the relationship between the focus and motivations of Grade 6 pupils from four (4) schools in the West 1 District of Cagayan de Oro City and their performance in Mathematics. Four (4) problems were formulated to aid in the analysis to achieve this objective. Problem 1 and Problem 2 involved the utilization of Mean and Standard Deviation. Problem 3 required correlation analysis, while Problem 4 utilized linear regression analysis.

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III. RESULTS AND DISCUSSION

Problem 1. What is the level of pupil's focus and motivation in terms of:

    1.1 . Focus ; and

    1.2 Motivation ;

       1.2.1 Intrinsic

       1.2.2 Extrinsic?

Table 1 presents the level of pupils' focus and motivation in terms of focus. It shows an overall Mean of 4.19 with SD= 0.61, described as Agree and interpreted as High. This suggests that pupils have a positive and proactive attitude toward concentration, productivity, and effective learning strategies in academic settings. The pupils' strong drive to maintain their focus reflects their dedication to achieving academic excellence and their eagerness to enhance their learning experiences for success. They have exhibited a high degree of agreement with focus-related indicators, indicating a positive attitude toward sustaining academic concentration. The pupils' proactive learning behavior, productivity, and growth mindset for improvement are reflected in their ability to actively engage in learning, manage distractions, and enhance their focus skills. This creates positive learning that is suitable for academic success. Research has shown that focus is crucial for memory and learning.

Table 1: Focus

Indicators	Mean	SD	Description	Interpretation
1. When I am in class, I listen very carefully	4.35	0.55	Strongly Agree	Very High
2. I feel delighted when I understand what I am taught at school.	4.36	0.55	Strongly Agree	Very High
3. When I do my homework, I do it where I can concentrate.	4.26	0.58	Strongly Agree	Very High
4. Before starting to study, I think about the steps I need to take to facilitate learning.	4.04	0.65	Agree	High
5. I have effective strategies for staying focused on my schoolwork.	3.92	0.68	Agree	High
6. I feel productive and accomplished when I am able to focus my schoolwork.	4.21	0.61	Strongly Agree	Very High
7. I often find myself getting distracted by my phone, social media, or other activities when I am trying to learn.	4.12	0.63	Agree	High
8. I would benefit from learning more effective strategies for staying focused on my schoolwork.	4.22	0.61	Strongly Agree	Very High
Overall	**4.19**	**0.61**	**Agree**	**High**

Note: 4.21 – 5.00 Very High   3.41 – 4.20 High 2.61 – 3.40 Moderately High   1.81 – 2.60 Low 1.00 – 1.80 Very Low

Enser (2022) emphasizes how distractions can hinder memory formation, while Professor Willingham's book suggests that pupils may prioritize activities like social media over deep thinking. These findings emphasize the need to minimize distractions in the classroom. As suggested by Enser and Willingham (2022), strategies like limiting phone use and establishing clear routines can create an environment that fosters focus and supports pupils' positive attitudes toward learning Mathematics, ultimately maximizing their chances of academic success.

The indicator 2, *I feel delighted when I understand what I am taught at school*, obtained the highest Mean of 4.36 with SD= 0.55 described as Strongly Agree and interpreted as Very High. This means a heightened level of motivation and focus on learning and a high degree of satisfaction with the learning experience. The data also suggests that the pupils are genuinely interested in comprehending the material being taught and feel a sense of accomplishment when they can do so successfully. The data emphasizes the need for an engaging and comprehensive learning environment that promotes a positive attitude toward education.

The study aligns with Lancheros-Cuesta et al. (2018), which underscores the significance of concentration in achieving academic success and optimal learning outcomes. This research underscores the significant role of focus in academic achievements. It suggests that focus can be a crucial factor in determining academic success. It indicates that focus can be a crucial factor in determining academic success. Therefore, maintaining a high concentration level is a crucial factor in achieving academic excellence and learning success.

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However, the indicator 5, *I have effective strategies for staying focused on my schoolwork,* got the lowest Mean of 3.92 with SD=0.63, described as Agree and interpreted as High. This means that understanding pupils' awareness and use of focus strategies is critical in highlighting opportunities for growth in focus-based learning. Focused attention is vital for effective learning, making it essential to cultivate focus skills for academic success. The findings suggest that pupils recognize the importance of focus and use various techniques to maintain it, indicating adaptability and potential for improvement.

Additionally, the study by Bidzan-Bluma and Lipowska (2018) underpins the beneficial effects of physical activity on enhancing cognitive functions and concentration among pupils. This research supports a holistic educational approach integrating physical wellness with academic pursuits. By encouraging physical activity in the curriculum, schools can foster better concentration and higher cognitive performance in pupils, leading to improved educational outcomes. This comprehensive approach addresses the mental demands of learning and promotes overall health and well-being. Ultimately, incorporating physical activities into school programs is essential for developing well-rounded pupils capable of achieving academic excellence.

Table 2: Intrinsic Motivation

Indicators	Mean	SD	Description	Interpretation
1. Mathematics is an easy subject for me.	3.25	0.61	Moderately Agree	Moderately High
2. I would like to raise my hand in Mathematics class.	3.23	0.61	Moderately Agree	Moderately High
3. I get bored in Mathematics class.	3.64	0.73	Agree	High
4. Topics in Mathematics are interesting for me.	3.94	0.55	Agree	High
5. I get annoyed in Mathematics class.	3.95	0.77	Agree	High
6. I would like to participate in activities in Mathematics class.	3.70	0.59	Agree	High
7. Mathematics exams are easy for me.	2.57	0.71	Disagree	Low
8. I like Mathematics class.	3.87	0.57	Agree	High
9. Mathematics is a difficult subject for me.	2.90	0.64	Moderately Agree	Moderately High
10. I listen to Mathematics subject carefully.	4.31	0.52	Strongly Agree	Very High
Overall	**3.54**	**0.63**	**Agree**	**High**

Note: 4.21 – 5.00 Very High   3.41 – 4.20 High   2.61 – 3.40 Moderately High   1.81 – 2.60 Low   1.00 – 1.80 Very Low

Table 2 shows the level of pupils' motivation in terms of intrinsic motivation. It got an overall Mean of 3.54, with SD = 0.63, described as Agree and interpreted as High. The results suggest that pupils are primarily motivated by their own interests rather than external factors. The presence of intrinsic motivation in individuals has the potential to significantly enhance their cognitive abilities, skill development, and learning disposition. In particular, it can lead to developing superior problem-solving skills, a more profound understanding of one's strengths and weaknesses, a heightened level of creativity, and a positive attitude toward the learning process. Intrinsic motivation leads to better outcomes as it drives individuals to learn for the sake of learning itself rather than for external rewards or incentives. Thus, fostering intrinsic motivation in individuals is an effective strategy for promoting lifelong learning and personal development.

Encouraging pupils to achieve progress and accomplishments is essential to developing their sense of competence, a significant intrinsic motivator. This sense of competence is a powerful driving force that propels pupils to achieve their academic objectives, instilling confidence and determination to succeed (Elias, 2018). Recognizing and celebrating pupils' achievements and improvements boosts their morale and self-esteem and reinforces their belief in their capabilities, motivating them to strive for continued success in their academic pursuits. Educators can nurture a strong sense of competence that empowers pupils to effectively overcome challenges and reach their educational aspirations by providing opportunities to demonstrate their skills and

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witness tangible progress. He highlights the pivotal role of competence as an intrinsic motivator that can significantly impact pupils' academic performance and overall educational experience.

The indicator 5, *I listen to Mathematics subject carefully*, got the highest Mean of 4.31, with SD= 0.52, described as Strongly Agree and interpreted as Very High. This intrinsic motivation, grounded in a keen interest in the subject, personal value associated with attentive listening, and a commitment to academic excellence, is a powerful catalyst for deep learning and comprehension. It highlights the necessity of fostering an educational atmosphere that prioritizes and stimulates the internal drivers of pupil motivation. Educators can enhance pupils' engagement, deepen their understanding, and promote a lasting commitment to academic pursuits by emphasizing the intrinsic value of learning activities and aligning them with pupils' interests and curiosities.

Li (2024) emphasized the superior effectiveness of intrinsic motivation compared to extrinsic rewards in ensuring sustained engagement and perseverance over the long term. Despite the initial appeal of extrinsic motivators like the prospect of achieving a high grade, they often fail to maintain motivation over time, particularly if the student lacks genuine interest in the subject matter. This underscores the critical significance of cultivating a learning environment that promotes intrinsic motivation, particularly within Mathematics, where sustained engagement and persistent effort are essential for grasping intricate concepts. Li's insights shed light on the essential role of intrinsic motivation in fostering deep-rooted engagement and persistence in academic pursuits, especially in subjects like Mathematics that demand consistent dedication and active participation for mastery and comprehension.

On the other hand, indicator 7, *Mathematics exams are easy for me*, got the lowest Mean of 2.57 with SD = 0.71, described as Disagree and interpreted as Low, which indicates that most surveyed pupils find Mathematicsematics exams challenging. This observation underscored the possibility of Mathematics anxiety among pupils and the necessity for improved instructional assistance. It signals an opening for educators and curriculum designers to tailor the Mathematics curriculum and assessment approaches to facilitate a more profound comprehension of the principles and help the difficulties and anxieties pupils encounter during assessments. The recognition of this scenario emphasizes the importance of creating a supportive learning environment that addresses pupils' anxieties and challenges in Mathematics and promotes a more positive and effective learning experience. By adapting teaching strategies and assessment methods to cater to pupils' needs and ease anxiety, educators can enhance pupils' confidence and aptitude in Mathematics, ultimately fostering a more conducive learning atmosphere that encourages growth and achievement.

This challenge aligns with the need for curriculum development to address intrinsic motivation, as indicated by Ferlazzo (2023). He suggested techniques to increase motivation and overcome the fear of Mathematics exams. Promoting autonomy and providing growth mindset feedback can help pupils view exams as learning opportunities. Self-regulation and goal setting can assist in monitoring progress and preparing better for assessments, leading to less anxiety when facing Mathematics exams. Teachers can use these techniques to create a positive learning environment, improving pupil comprehension, reducing exam anxiety, and enhancing performance. This can make Mathematics more exciting and less intimidating, attracting more pupils and cultivating lifelong interest.

Table 3: Extrinsic Motivation

Indicators	Mean	SD	Description	Interpretation
1. Getting a good grade is the most satisfying thing for me.	4.53	0.53	Strongly Agree	Very High
2. I want to improve my GPA so getting a good grade is my top priority.	4.23	0.58	Strongly Agree	Very High
3. I want to get better grades than most of the other students in my classes.	3.92	0.65	Agree	High
4. I want to excel in my classes to showcase my abilities.	4.00	0.62	Agree	High
5. I feel more accepted when I get good grades.	4.14	0.60	Agree	High
6. I feel that the smarter I am, the more accepted I will be by other students.	3.40	0.67	Moderately Agree	Moderately High
7. I study because I want to do well in my examination.	4.36	0.56	Strongly Agree	Very High
8. I study most time because I need good grades to further my studies and get a good job.	4.40	0.55	Strongly Agree	Very High

	Mean	SD	Description	Interpretation
9. Considering the difficulty of the classes, the teachers, and my skills, I believe I can excel.	4.02	0.62	Agree	High
Overall	**4.11**	**0.60**	**Agree**	**High**

Note: 4.21 – 5.00 Very High   3.41 – 4.20 High   2.61 – 3.40 Moderately High   1.81 – 2.60 Low   1.00 – 1.80 Very Low

Table 3 shows the level of pupils' motivation in terms of Intrinsic. It has an overall Mean of 4.11 with SD = 0.60, described as Agree and interpreted as High, indicating   a notable reliance on external incentives, like rewards or the promise of favorable grades, among pupils to enhance their Mathematics performance. The prevalence of extrinsic motivation signals that pupils are driven by external rewards, indicating a keen interest in excelling academically and showcasing a readiness to invest the required effort to succeed in their studies. The evident influence of external factors in motivating pupils suggests a desire for achievement and a willingness to work diligently towards academic success, emphasizing the role of extrinsic motivators in stimulating pupils to strive for better outcomes in their educational endeavors. Understanding and leveraging the power of extrinsic rewards can be a valuable tool for educators in motivating pupils, encouraging them to maintain a dedication to their studies and achieve their academic goals with enthusiasm and determination.

By recognizing and harnessing the influence of external incentives, educators can effectively inspire and support pupils in their educational journey, fostering a culture of achievement and dedication in the learning environment. Extrinsic motivation, as detailed by Miao et al. (2020) and Sennett (2021), encompasses the influence of external incentives such as recognition, rewards, or the avoidance of negative consequences on a pupils willingness to engage in and complete tasks. It implies that pleasure and fulfillment are derived from these external benefits. The pupils' commitment, reflected in the high mean score of extrinsic motivation, indicates their dedication to their studies and proactive approach to learning.

Moreover, indicator 1, *getting a good grade is the most satisfying thing for me,* got the highest Mean of 4.53 with SD=0.53, described Strongly Agree and interpreted as Very High. The present study reveals a strong proclivity of pupils towards high academic grades, which significantly influences their academic engagement and behavior. The findings suggest that pupils place a high value on academic excellence and are motivated to perform well in their studies. Furthermore, pupils' desire to excel academically leads to increased engagement in academic activities and better behavior in class. The study highlights the importance of providing pupils with opportunities to achieve high academic success and the need for educators to motivate pupils towards academic excellence continually.

In accordance with the insights presented by Meadows-Fernandez (2018), it is evident that extrinsic motivation, which refers to motivation driven by external rewards, holds an essential position in shaping pupils' efforts and engagement in their academic pursuits. The anticipation of rewards, ranging from recognition of achievement to tangible accolades, fundamentally influences pupils' willingness to engage with subjects, including those that are not intrinsically appealing to them. Furthermore, MSEd (2022) highlights the influence of extrinsic motivators like grades, which guide pupils' academic behaviors and efforts. For many, extrinsic motivation is a paramount stimulus for educational engagement. The data indicates that acknowledging extrinsic motivators and promoting intrinsic interest may improve pupil motivation and Mathematics performance.

However, indicator 6, *I feel that the smarter I am, the more accepted I will be by other pupils,* got the lowest Mean score of 3.40, with SD= 0.67, described as Moderately Agree and interpreted as Moderately High. This suggests that pupils harbor moderate agreement regarding the connection between intelligence and social acceptance. This indicates a moderate level of motivation among pupils, driven by their aspiration to gain recognition and acceptance among their peers through academic success.

According to MasterClass (2021), a good mark on an assignment or in class can reward pupils. Being extrinsically motivated means the motivation comes from an external source, such as a reward, even if the activity is uninteresting. An extrinsically motivated pupil may dislike an assignment, find it boring, or have no interest in it (Siyuan et al., 2020; MasterClass, 2021). Extrinsic motivation is often linked to rewarded behavior, meaning that engaging in a specific activity or behaving in a particular way results in the desired outcome (MasterClass , 2021).

Table 4: Overall Pupils' Level of Motivation

Variables	Mean	SD	Description	Interpretation
Intrinsic Motivation	3.54	0.63	Agree	High
Extrinsic Motivation	4.11	0.60	Agree	High
Overall	**3.91**	**0.62**	**Agree**	**High**

Note: 4.21 – 5.00 Very High 3.41 – 4.20 High 2.61 – 3.40 Moderately High   1.81 – 2.60 Low   1.00 – 1.80 Very Low

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Table 4 illustrates the overall pupils' level of motivation with an overall Mean of 3.91 with SD=0.62, described as Agree and interpreted as High. This suggests that pupils exhibit significant and positive motivation towards their academic pursuits. The high mean score, coupled with the standard deviation, reflects a consistent and elevated degree of motivation among the pupils, indicating a strong interest, drive, and engagement with their learning activities. Overall, the findings suggest that the pupils display a robust and commendable level of motivation, which is likely contributing to their enthusiasm, commitment, and dedication towards their educational pursuits.

Conversely, Hawthorne (2024) highlights the complementary nature of both motivations in education. By acknowledging and promoting intrinsic and extrinsic motivation, teachers can create a balanced and practical method to encourage pupils to excel in their academic pursuits. Intrinsic motivation, fueled by curiosity, and extrinsic motivation, through rewards or recognition, inspire pupils to succeed. By nurturing both, educators can empower pupils on their educational journeys. Hawthorne's insights highlight the importance of acknowledging and leveraging these motivators to empower students on their educational journeys.

Particularly, the extrinsic motivation got the highest Mean of 4.11 with SD=0.60 , described Agree and interpreted as High. This suggests that pupils are heavily influenced by external factors, such as rewards or recognition, in terms of their motivation. High levels of extrinsic motivation can have an impact on behavior and performance by encouraging individuals to seek external rewards or avoid negative consequences.

This finding aligns with the concept presented by MSEd (2022). Their work suggests that rewards, ranging from small gestures like happy faces to larger incentives like money or recognition, can motivate pupils to work on tasks, even if they do not inherently enjoy them. This could explain why some pupils in this study might be tackling Mathematics problems or completing assignments, not necessarily because they find the subject intrinsically exciting but because they anticipate receiving some form of external reward.

However, the intrinsic motivation got the lowest Mean of 3.54 with SD=0.63, described as Agree and interpreted as High. The observation implies that individuals possess a strong internal motivation or personal interest that propels their actions rather than depending on external incentives for motivation. High levels of intrinsic motivation signify a sincere enjoyment, curiosity, or ardor for the activity, fostering increased engagement, resilience, and contentment with the learning journey. This internal drive encourages individuals to sustain their efforts and commitment, creating a more profound sense of fulfillment and accomplishment. Embracing intrinsic motivation cultivates a dynamic and proactive approach to learning, fueling individuals' enthusiasm and dedication toward mastering tasks and achieving goals. Ultimately, harnessing intrinsic motivation can foster a positive and rewarding learning experience that nurtures personal growth and academic success, driven by individuals' genuine interest and passion for their pursuits.

Ferlazzo (2023) asserts that individuals have a natural interest in and motivation toward Mathematics, which can make the learning experience enjoyable. This implies that pupils' natural affinity towards Mathematics is crucial in creating a positive and enriching educational journey. Ferlazzo stresses nurturing pupils' curiosity and passion for Mathematics by aligning educational experiences with their intrinsic motivations. Educators can create a learning environment that fosters appreciation and academic growth by recognizing and leveraging their drive for the subject. Ferlazzo's insights shed light on the potential for a meaningful learning journey in Mathematics that empowers pupils to excel.

Table 5: Overall Pupils' Level of Focus and Motivation

Variables	Mean	SD	Description	Interpretation
Focus	4.19	0.61	Agree	High
Motivation	3.82	0.62	Agree	High

Table 5 shows the overall pupils' level of focus and motivation. Focus got the highest Mean of 4.19 with SD=0.61, described as Agree and interpreted as High, indicating that the participants in the study exhibit a strong level of focus in their academic pursuits. This suggests that the pupils involved are able to maintain productivity and efficiency in their learning environments, even in the presence of potential distractions. This aligns with the concept that slow-working pupils may require supplementary assistance to complete tasks within designated timeframes. It is suggested that these pupils establish a structured routine, create a conducive study atmosphere with minimal distractions, break down assignments into smaller sections, employ positive reinforcement, offer organizational guidance, consider tutoring services, and exercise patience to enhance their focus and productivity. These strategies aim to foster an environment that supports academic success, resonating with the study's emphasis on creating a structured and distraction-free study space to aid pupils in maintaining focus and organizational skills (Orr, 2023).

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On the contrary, motivation got the lowest Mean of 3.82 with SD=0.62, described as Agree and interpreted as High indicating that participants had a high level of motivation in their academic pursuits. This highlights the critical importance of motivation in learning. The findings also suggest that both self-efficacy and environmental context are crucial in driving pupils' motivation levels. Intrinsic motivation, driven by internal satisfaction, and extrinsic motivation, fueled by external rewards, play vital roles in pupils' academic engagement. Educators can enhance motivation by emphasizing topics' significance, providing constructive feedback, promoting autonomy and self-efficacy, and utilizing process praise effectively. These insights reinforce the study's focus on understanding and facilitating motivation among pupils to optimize their learning experiences and academic outcomes (Student Motivation - Research Map, 2022).

Problem 2. What is the Grade 6 pupils' performance in Mathematics?

Table 6: Overall Pupils' Performance in Mathematics

Range	Frequency	Percentage	Mean & SD	Description	Interpretation
90% - 100%	77	24.52			
85% - 89%	55	17.52			
80% - 84%	145	46.18	84.66 (5.43)	Satisfactory	Moderately High
75% - 79%	37	11.78			
74% & below	0	0.00			
Total	**314**	**100.00**			

Note: 90% – 100% Very High   85% - 83% High   80% – 84 % Moderately High   75% – 79% Low 74% and below Very Low

Table 6 presents the overall pupils' performance in Mathematics, with a Mean score of 84.66 with SD= 5.43, described as Satisfactory and interpreted as Moderately High.This suggests that the pupils' performance is above average and demonstrates a good grasp of Mathematics concepts and skills. The standard deviation provides insight into the spread of scores around the mean, showing that most scores cluster around the satisfactory range with moderate variability. Overall, the data indicates a solid and commendable performance level in Mathematics among the pupils.

These results align with the 2019 PISA (Programme for International Student Assessment) results. Among seventy- nine (79) participating countries, the Philippines ranked lowest in reading and comprehension but performed well in Mathematics and Science. The 2008 Trends in International Mathematics Science and Study reported these findings, placing the Philippines at 23rd out of 25 countries in Grade 5 Mathematics. This underscores the crucial role of educators in shaping the future of Mathematics education, reinforcing the need for them to focus on teaching for genuine conceptual understanding instead of rote memorization. Encouraging pupils' curiosity in Mathematics and providing diverse representational techniques are vital strategies to foster successful learners and enhance learning outcomes effectively (Guzman, 2023).

Pupils' success in Mathematics hinges on a multi-faceted approach. Research by Abdullah et al. (2018) highlights the significant roles principals, teachers, and parents play. This underscores the importance of a focused educational environment. By working together, these key figures can create a learning atmosphere that minimizes distractions and maximizes concentration. Ultimately, this focus fosters a strong foundation for pupils to excel in Mathematics.

Problem 3. Is there a significant relationship between the pupils' motivation and performance in Mathematics?

Table 7: Test Correlation on Pupils' Focus, Motivation and Performance in Mathematics

Variables	r-value	p-value	Description	Decision	Interpretation
Focus	0.448	0.001	Moderate Positive Correlation	Reject Ho	Significant
Motivation	0.419	0.003	Moderate Positive Correlation	Reject Ho	Significant

Note: Correlation is significant at 0.05 level (2 tailed)

Table 7 displays the test correlation on pupils' focus, motivation and performance in Mathematics . It shows a moderate positive correlation between the focus variable and the outcome measures being evaluated. The r-value is 0.448, which indicates a positive influence when focus levels increase. Additionally, the p-value is 0.001, which is statistically significant. Therefore, the results suggest that an increase in focus levels leads to an improvement in the outcome measures being evaluated. The statistically

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significant positive correlation shows that a higher level of focus among participants is associated with improved performance in the measured outcomes. This reinforces the importance of concentration and attention in achieving positive results.

Recent research emphasizing the crucial role of focused attention in learning and memory consolidation aligns with the insights shared in the study. Recognizing this importance underscores the value of educators comprehending how attention mechanisms operate to cultivate effective teaching strategies that enhance pupil concentration and memory retention, ultimately optimizing the learning experience. Educators with this knowledge can tailor their pedagogical approaches to create a supportive and enriching learning environment that enables pupils to unlock their full potential. By leveraging an understanding of attention mechanisms, educators can enhance pupil engagement, learning outcomes, and overall academic success through targeted strategies that prioritize focus and memory consolidation in the educational setting. This alignment with current research underscores the fundamental role of focused attention in fostering an optimal learning atmosphere that nurtures pupil growth and achievement (W, 2023).

On the other hand, the motivation variable exhibits a moderate positive correlation, with an r-value of 0.419 and a significant p-value of 0.003. This finding suggests that as motivation levels increase, there is an evident and notable positive influence on the outcomes under consideration. This implies that pupils with high motivation levels are more likely to achieve better results when compared to their low-motivation counterparts. The findings thus highlight the importance of motivation in driving success and emphasize the need for pupils to continually strive for increased motivation levels to achieve desired outcomes. This aligns with the extensive research on educational motivation theories.

Various studies have consistently demonstrated that pupil motivation plays a pivotal role in determining their performance in Mathematics. While the correlation between motivation and achievement may sometimes be modest, high adaptive motivation levels have been linked with better learning outcomes. Analyzing diverse educational reviews such as the international large-scale assessments can provide valuable insights into motivational patterns as pupils progress through different educational stages. This, in turn, enhances our understanding of the influence of motivation on Mathematics performance. Such analyses can offer significant contributions to the field of research, providing crucial information for scholars and practitioners seeking to improve pupil outcomes (Michaelides et al., 2019).

Problem 4. Which of the Independent variables singly or in combination influence the dependent variables?

The regression analysis on the next page examined the influence of pupils' focus and motivation on their performance in Mathematics, which reveals insights into the driving factors behind academic achievement. The analysis highlights that while both focus and motivation are considered necessary, motivation significantly influences performance in Mathematics, as evidenced by a regression coefficient of 0.2028, a standardized beta of 0.2672, and a compelling p-value of 0.001.

Table 8: Regression Analysis Between Pupils' Focus, Motivation and Performance in Mathematics

Variables	UC		SC	Sig. (P-value)	Decision
	B	SE	β		
Constant	1.3088	0.3520	0.1774		
Focus	0.1316	0.1125	0.1263	0.081	Accept Ho
Motivation	0.2028	0.1558	0.2672	0.001	Reject Ho
	R	R²		f-value Sig. (P-value)	Decision
Model	0.492	0.372		16.7 0.001	Reject Ho

Note: Dependent Variable = Performance in Mathematics   Y=1.3088 +0.2028x1

This statistical evidence strongly supports the rejection of the null hypothesis for motivation, illustrating the serious influence motivation has on pupils' Mathematics performance.

On the other hand, focus, with a regression coefficient of 0.1316 and a standardized beta of 0.1263, yields a p-value of 0.081, leading to the acceptance of the null hypothesis for this variable. This suggests that, in this analysis, focus does not directly influence Mathematics performance significantly at the traditional threshold level of significance.

Furthermore, the model, with a correlation coefficient of 0.492, indicates a moderate relationship between the combined predictors and Mathematics performance. An R-squared value of 0.372 implies that approximately 37.2% of the variance in Mathematics performance is explained by the model, an association underscored by a significant f-value of 16.7 and a p-value of

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0.001, indicating a solid overall influence power of the model. On the other hand, 62.8% of the influence can be attributed to other variables not included in the study.

Overall, this regression analysis illustrates that motivation plays a critical and statistically significant role in influencing Mathematics performance, overshadowing the focus role in this context. This underscores the importance of cultivating high levels of motivation among pupils as a strategy to enhance their performance in Mathematics, suggesting that educational interventions aimed at boosting pupil motivation could be particularly effective in improving Mathematics performance. From the preceding analysis, however, the value equation in predicting the percentage of academic performance (y) as indicated by F-value 16.7 with a corresponding value (P=0.01) is significant at (p <0.05.

Subsequently, this study found that motivation has a greater influence on Mathematics performance than focus. Motivated pupils are more likely to engage, persist, and perform better than those who are merely focused. Although focus helps improve academic success by supporting motivation and enhancing productivity, it does not have a direct and significant influence on Mathematics performance. Future research could explore methods to enhance intrinsic motivation and focus in Mathematics classrooms. By creating a motivating and engaging learning environment, educators can empower pupils to approach Mathematics with curiosity and a desire to learn, leading to better academic outcomes.

This also found that motivation has a greater influence on Mathematics performance than focus. Motivated pupils are more likely to engage, persist, and perform better than those who are merely focused. Although focus helps improve academic success by supporting motivation and enhancing productivity, it does not have a direct and significant influence on Mathematics performance. Future research could explore methods to enhance intrinsic motivation and focus in Mathematics classrooms. By creating a motivating and engaging learning environment, educators can empower pupils to approach Mathematics with curiosity and a desire to learn, leading to better academic outcomes.

Although the current analysis did not find a statistically significant direct influence of focus on Mathematics performance, it does not diminish its overall importance in learning. Bidzan-Bluma and Lipowska (2018) suggest that focus is related to curiosity and engagement with challenging concepts, potentially leading to deeper understanding. Additionally, strong focus allows pupils to stay productive and efficient despite distractions, a valuable skill for academic success (Lancheros-Cuesta et al., 2018).

IV. CONCLUSIONS

1. Creating a stimulating and fulfilling educational environment is crucial for maintaining high pupil motivation and satisfaction levels, which are fundamental to promoting successful learning and academic performance. When pupils feel enthusiastic about comprehending the subject matter, it indicates effective teaching methods and a supportive learning atmosphere. Both elements are vital for academic achievement.

2. The data indicates that pupils are performing satisfactorily well in Mathematics. The average score is satisfactory and above average, with moderate variability around this high mean, signifying pupils' generally firm grasp of Mathematics concepts.

3. Despite the weak correlations, focus and motivation are emphasized due to their potential to impact engagement and learning, suggesting that improving these factors could contribute to better Mathematic performance.

4. Motivation significantly predicts pupils' performance in Mathematics because the statistical evidence from the regression analysis—a substantial coefficient, a sizable, standardized beta, a high t-value, and a very low p-value indicates a clear and statistically significant relationship. As motivation increases, so does performance, underlining motivation's key role in enhancing Mathematics achievements.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. Teachers can use two effective strategies to improve Mathematics performance: leverage existing motivation to deepen learning and personalize learning to sustain focus. Challenging Mathematics activities can improve pupils' motivation and problem-solving skills. Personalizing the learning experience can maintain focus and engagement, leading to better performance.

2. Teachers may implement personalized instruction and targeted support strategies to elevate pupil performance and practice in challenging areas with the intent to improve overall academic achievement and consistency in higher performance tiers.

3. Schools may enforce strategies that strengthen pupil motivation and focus on improving Mathematics performance, leveraging interventions and curriculum enhancements for better engagement and academic outcomes.

4. The research findings suggest that Mathematics performance is more influenced by motivation. Schools may value activities that bolster pupil motivation to improve their Mathematics performance.

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