

Motivation of Students under the Voucher Program in Private Senior High Schools

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Abstract:

This study explores the motivation levels of 300 Senior High School students under the Voucher Program in private schools, focusing on three key domains: Academic Motivation (intrinsic/extrinsic), Self-Efficacy and Confidence, and Career and Future Aspirations. Results show that students are generally highly motivated academically and in planning for their future careers. However, their self-efficacy and confidence are relatively lower. Motivation levels also varied by age and sex—older students showed stronger career aspirations, while females were more academically motivated. No significant differences emerged based on family income, and year level. To address lower confidence levels, the study recommends targeted interventions such as workshops, mentoring, and counseling. It also suggests enhancing career guidance services through individualized counseling and exploration activities, introducing career awareness programs in Grade 11, and involving families in seminars or workshops to support student motivation. Tailored activities to support male students' motivation are likewise encouraged.

Keywords: Private Senior High Schools; Student Motivation; Voucher Program

Introduction:

Nature of the Problem

Despite continued government investment in the Senior High School Voucher Program (SHS-VP), student retention remains a concern. Data from the Department of Education's Learner Information System show that 6.1% of Grade 11 SHS-VP beneficiaries in SY 2022–2023 did not progress to Grade 12—an increase from 5.4% the previous year (DepEd, 2024). While some learners excel, others withdraw due to financial hardship, academic burnout, or lack of motivation. The SHS-VP, enacted under RA 10533 (2013), aims to expand access through tuition subsidies (DepEd, 2023; Santiago & Villanueva, 2020), but access alone does not guarantee success. Studies suggest that students' motivation can be hindered by unfamiliar learning environments, cultural pressures, and insufficient support systems (Ferrer & Flores, 2022; Santos & Santos, 2022). International research echoes these findings, calling for more contextualized analysis in countries like the Philippines (Bayoumy & Alsayed, 2021; Sivrikaya, 2019). Thus, this study investigates the motivational factors that influence SHS voucher beneficiaries' decisions to continue or discontinue education beyond Grade 11, with the goal of informing policies that support student persistence and program effectiveness.

Program (SHS-VP), dropout rates remain a concern. According to the Department of Education's Learner Information System, 6.1% of SHS voucher beneficiaries enrolled in Grade 11 during School Year 2022–2023 did not progress to Grade 12, marking an increase from 5.4% in the previous year (DepEd, 2024). While many students under the program graduate and even excel, others leave school due to reasons such as financial strain, family responsibilities, academic fatigue, and, most notably, a lack of motivation. These diverging outcomes point to a critical need to understand the internal and external factors that drive or hinder student persistence. Specifically, motivation appears to be a vital yet underexplored determinant of student progression.

Understanding the motivational factors influencing SHS voucher beneficiaries' decision to continue to Grade 12 is essential for enhancing learner retention and improving the overall effectiveness of the program. The SHS-VP, introduced by the Department of Education, seeks to promote educational equity and access by subsidizing tuition for students unable to attend public SHS due to capacity issues (DepEd, 2023). It serves as a strategic intervention under the Enhanced Basic Education Act or Republic Act No. 10533 (2013), building on earlier legislation such as RA 6728 and RA 8545, which aimed to expand private school access for disadvantaged students (Santiago & Villanueva, 2020).

Motivation plays a crucial role in educational attainment. Students placed in unfamiliar academic settings may struggle with new pedagogical approaches, peer groups, and school cultures. Ferrer and Flores (2022) observed that

mismatches in teaching styles and limited support systems can undermine a student's drive to succeed. Additionally, cultural and social pressures—particularly for students from low-income families—may create psychological barriers that are not easily addressed through financial aid alone (Santos & Santos, 2022). Global literature supports these observations. For instance, studies in Turkey and Saudi Arabia emphasize the importance of tailoring educational interventions to local contexts, especially for students in government-subsidized programs (Bayoumy & Alsayed, 2021; Sivrikaya, 2019).

This study aimed to fill that gap by examining the motivational factors that influence the decision of SHS voucher recipients to pursue or discontinue their education beyond Grade 11. The researcher's intent is to uncover meaningful insights that could inform policies and interventions, ensuring that more learners are not only granted access to quality education, but are also supported in completing it successfully.

Current State of Knowledge

Deci, Koestner, and Ryan (2019) emphasized that while extrinsic motivators like grades may enhance short-term compliance, they risk undermining intrinsic motivation over time, thus advocating for autonomy-supportive teaching that nurtures mastery, curiosity, and student choice. Building on this, De Bilde, Vansteenkiste, and Lens (2019) aligned with Self-Determination Theory to show that students who connect their current education to long-term goals, particularly when autonomy and intrinsic interest are present, demonstrate higher motivation—a concept particularly relevant to programs like the SHS Voucher Program. Reeve et al. (2018) reinforced this by demonstrating how autonomy-supportive teaching strategies fulfill students' psychological needs for autonomy, competence, and relatedness, thereby increasing engagement, while Guay et al. (2018) revealed that environments overly focused on performance pressures can diminish intrinsic interest, highlighting the need to balance achievement expectations with motivational support in senior high school contexts.

Expanding this perspective, UNESCO (2021) calls for a transformative "new social contract" in education that fosters intrinsic motivation, creativity, and lifelong learning through socio-emotional development and critical thinking, rather than rote learning. Supporting this, David et al. (2020) found that Filipino Senior High School students under the K-12 curriculum are largely extrinsically motivated by exams, scholarships, and employment prospects, recommending more student-centered and real-world learning approaches to foster curiosity and personal growth. Complementing these findings, Savickas (2019) emphasized narrative and meaning-making in career development, underscoring the importance of career guidance to help adolescents construct vocational identities and sustain motivation, which Erikson's (1968) developmental theory situates within adolescence as a critical period for identity formation influencing academic and career choices.

Connecting theory to practice, Bautista's (2024) study on SHS students in one of the University in a highly urbanized city in Western Visayas examined factors affecting retention and migration, including tracks and strands, financial capacity, family support, school policies, and facilities. While all factors showed high influence overall, differences emerged by age and school type, particularly in perceptions of school facilities and policies, indicating a need for enhanced career guidance, parental support, improved facility maintenance, and fair enforcement of school rules. These recommendations align with findings by Egalite and Mills (2021), who observed that voucher recipients nearing graduation displayed increased motivation and career clarity, driven by their proximity to life transitions and the tangible pathways provided by programs like the SHS Voucher Program.

Further enriching this understanding, Mitchell and Krumboltz's (1996) Learning Theory of Career Choice highlights how personal experiences and environmental reinforcement shape career decisions, advocating for reflective and experiential learning in high school. Alhadabi and Karpinski (2020) found that non-cognitive traits such as grit, self-efficacy, and mastery goal orientation strongly predict academic success, emphasizing the value of personal development programs to build resilience and sustain motivation beyond cognitive skills alone. Anchoring this body of research, the current study applies Self-Determination Theory (Deci & Ryan, 1985) and Goal Setting Theory (Locke & Latham, 1990) to investigate how the SHS Voucher Program affects student motivation through autonomy, competence, and relatedness (Ryan & Deci, 2000). The research highlights that unmet psychological needs correlate with lower motivation (Ferrer & Flores, 2022), underscoring the importance of fostering intrinsic motivation and engagement in voucher-supported private school environments to enhance student retention and academic success.

Theoretical Underpinnings

This study is anchored on Self-Determination Theory (SDT) by Deci and Ryan (1985) and Goal Setting Theory by Locke and Latham (1990) to explore how the Senior High School Voucher Program (SHS-VP) influences student motivation in private senior high schools. SDT emphasizes three basic psychological needs—autonomy, competence, and relatedness—that drive intrinsic motivation. In the SHS-VP context, private schools may enhance motivation by offering greater autonomy and personal attention, thus supporting these needs. However, students transitioning from public to private schools might face motivational challenges if these needs are unmet due to differences in academic environment and teaching approaches (Ferrer & Flores, 2022).

Meanwhile, Goal Setting Theory highlights that clear, specific, and challenging goals improve motivation and performance, emphasizing the role of goal clarity, feedback, and commitment. Private schools under SHS-VP may set higher academic expectations, which could either motivate students or overwhelm them depending on goal difficulty and the support provided (Bandura, 1997). By combining these theories, this study aims to assess how well private schools satisfy students' psychological needs and how academic goal setting influences their motivation. This dual-theoretical approach offers a comprehensive framework to understand both the supportive and potentially stressful effects of the SHS-VP on student motivation, providing insights to improve program implementation and student engagement.

Objectives

This study assessed the motivation levels of students under the Voucher Program in private Senior High Schools in Region V or Bicol Regio during Schoolyear 2024-2025. Specifically, the study sought to answer the following questions: 1) the profile of respondents according to variables age, sex, average family monthly income, and grade level; 2) level of motivation of students under the Voucher Program according to academic motivation (intrinsic/extrinsic), self-efficacy and confidence, and career and future aspirations; and 3) the level of motivation of students under the Voucher Program when grouped and compared according to the aforementioned variables.

Methodology:

This section presents the research methodology used, the subjects and respondents of the study, the research instrument used, the reliability of the instrument, the procedure for data gathering, and the statistical tools and data analysis procedures.

Research Design

The study employed a Descriptive Research Design to explore the relationship between the Senior High School (SHS) Voucher Program and students' learning motivation in private secondary schools for the academic year 2024-2025. This approach was appropriate for investigating the current status of the phenomenon without manipulating variables and enabled a systematic analysis of how the voucher program influenced students' intrinsic and extrinsic motivation, as well as their self-efficacy (Calmorin, 2011). Data were gathered through survey questionnaires, which captured demographic profiles (age, sex, income, and year level) and motivation levels. The design also allowed for identifying significant differences in motivation across demographic groups and understanding students' perceptions of the program's effectiveness. Ultimately, the findings offered practical insights to inform policies and strategies aimed at improving the SHS Voucher Program's impact on learner motivation and retention.

Respondents

The study's respondents were 300 Senior High School students from private schools participating in the SHS Voucher Program, selected through stratified random sampling to represent the diverse demographics of the total population of approximately 1,355 students. Stratification was based on age, sex, family income, year level, and number of siblings to ensure proportional representation of each subgroup. Schools were chosen for their active involvement in the program, and the sample size was statistically determined for reliability and validity. Participants were surveyed to evaluate their intrinsic and extrinsic motivation, self-efficacy, and perceptions of the voucher program's impact on their academic experience, providing a comprehensive view of how the SHS-VP affects student motivation across different demographic profiles.

Instrument

To collect data for this study, the researcher developed a 30-item self-constructed questionnaire, validated by a panel of three education experts and advisers, ensuring content validity with an excellent rating of 4.56. The instrument, designed for Senior High School students in private schools under the SHS Voucher Program (academic year 2024-2025), was divided into two parts: Part 1 gathered demographic information (age, sex, family income, year level, siblings), while Part 2 measured motivation through a Likert-scale across three dimensions—academic motivation (intrinsic/extrinsic), self-efficacy, and career aspirations. To ensure reliability, the questionnaire underwent pilot testing with a separate student group, resulting in a high Cronbach's Alpha of 0.969, indicating excellent internal consistency. This rigorous validation and reliability process ensured the instrument accurately and consistently measured students' motivation and perceptions of the voucher program's impact, providing a credible foundation for the study's findings.

Data Gathering Procedure

The study followed a structured data gathering procedure to examine the relationship between the Senior High School Voucher Program and students' motivation in private secondary schools. After securing approval from school administrators and stakeholders, a list of eligible SHS voucher recipients was compiled. Stratified random sampling was employed to ensure proportional representation across key demographic variables such as age, sex, family income, and grade levels. A self-constructed questionnaire was used to assess students' intrinsic and extrinsic motivation, as well as self-efficacy. The survey included a cover letter explaining the study's purpose, confidentiality assurance, and informed consent. Since many respondents were minors, parents or guardians were asked to sign a consent waiver. Participants were given two weeks to complete the questionnaire. To uphold ethical standards, respondent anonymity and data confidentiality were strictly maintained. No personal identifiers were collected, and responses were numerically coded. Participation was voluntary, and students were informed they could withdraw at any point without penalty. After data collection, descriptive and inferential statistical methods were used to analyze the results, helping the researcher draw meaningful conclusions and propose actionable recommendations for improving the impact of the SHS Voucher Program on student motivation.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive-analytical scheme to determine the level of motivation of students under the Voucher Program in private Senior High Schools according to the age, sex, average family monthly income, and grade level.

Objective No. 2 used the descriptive analytical scheme and mean to level of motivation of students under the Voucher Program in private Senior High Schools according to the following domains: academic motivation, self-efficacy and confidence, and career and future aspirations.

Objective No. 3 used the comparative-analytical scheme and Mann-Whitney U test to determine if there is a significant difference in the level of motivation of students under the Voucher Program in private Senior High Schools when grouped and compared according to demographic variables.

Ethical Consideration

The study on the motivation levels of students under the Senior High School Voucher Program in private institutions was conducted in full compliance with the Data Privacy Act of 2012 (RA 10173), ensuring the confidentiality, protection, and rights of all participants. Informed consent was obtained from student participants, clearly outlining their right to voluntarily participate, withdraw at any time without consequences, and assurance that their access to any academic or institutional services would not be affected. Additionally, parents and guardians of the respondents signed consent waivers, particularly since many of the participants were minors, to further uphold ethical standards. Confidentiality was strictly maintained throughout the data collection and analysis process. Access to raw data was restricted to the authorized research team, and results were reported in a manner that protected the anonymity of all respondents. Ethical concerns were addressed promptly to safeguard participant welfare and ensure research integrity. This adherence to ethical and legal protocols supported the credibility and trustworthiness of the study and helped maintain high standards of professional conduct in educational research.

Results and Discussion

This section presents, analyzes, and interprets the data that were gathered consistent with its predetermined objectives.

Table 1
Profile of the Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 18 years old)	117	39.00
	Older (18 years old and above)	183	61.00
	Total	300	100
Sex	Male	85	28.33
	Female	215	71.67
	Total	300	100
Average Family Monthly Income	Lower (below P33 000)	185	61.67
	Higher (P33 000 and above)	115	38.33

	Total	300	100
Year Level	Grade 11	153	51.00
	Grade 12	147	49.00
	Total	300	100

Table 1 summarizes the demographic profile of the 300 SHS-VP beneficiaries enrolled in private senior high schools. Most respondents were aged 18 and above (61%) and female (71.67%). A majority came from families earning below ₱33,000 monthly (61.67%), were in Grade 11 (51%), and had fewer than three siblings (62.33%). These figures offer a snapshot of the socioeconomic background of the student respondents.

The demographic distribution reflects that the SHS-VP is reaching its intended beneficiaries—students from lower-income households seeking access to quality private education. The higher number of older students suggests possible academic or financial delays prior to SHS, while the predominance of female students may mirror national trends in female school retention. These patterns are consistent with findings by Ferrer and Flores (2022), who highlighted the program's role in promoting equitable access, and Jabbar et al. (2022), who noted that subsidies increase participation among underserved groups.

The data also imply that financial challenges may still prevent larger families from accessing private education, even with voucher support. This suggests that students from smaller, low-income households are more likely to benefit from the SHS-VP, emphasizing the need for more inclusive targeting. The strong presence of Grade 11 students further indicates that program awareness and uptake are highest at the entry point of senior high school. Aligned with studies such as those by Espino and Reyes (2021), the findings affirm that well-targeted subsidies like the SHS-VP can help reduce structural barriers to education. These insights support ongoing policy efforts to sustain and expand the program, particularly to reach younger students and those from larger, economically disadvantaged families.

Descriptive analysis in the level of motivation of Senior High School students in relation to the voucher program in the areas of Academic Motivation, Self-Efficacy and Confidence, and Career and Future Aspirations

Table 2

Level of Motivation of students under the Voucher Program in private Senior High Schools in Academic Motivation

Items	Mean	Interpretation
<i>As a senior high school student, I</i>		
1. study hard because I genuinely enjoy learning new things	4.36	High Level
2. feel motivated to excel academically to make my family proud	4.50	Very High Level
3. attend my classes regularly because I want to gain knowledge that will help me in the future	4.63	Very High Level
4. strive to get good grades to increase my chances of getting a scholarship in college	4.56	Very High Level
5. complete my school tasks because I feel personally satisfied when I do well	4.64	Very High Level
6. stay motivated in school because I know it will help me get a good job someday	4.60	Very High Level
7. feel encouraged to perform well because I want to qualify for a reputable college or university	4.60	Very High Level
8. push myself academically so I can support my future career goals	4.66	Very High Level
9. do my best in school because I believe it will help me become financially stable in the future	4.68	Very High Level
10. participate actively in class because I find learning meaningful and enjoyable	4.44	High Level
Overall Mean	4.57	Very High Level

Table 2 presents the level of motivation among SHS-VP beneficiaries, with an overall mean score of 4.57, indicating a *very high* level of motivation. The highest-rated item (M=4.68) was linked to financial aspirations, while the lowest-rated item (M=4.36) related to intrinsic enjoyment of learning. This suggests that students are primarily extrinsically

motivated, driven more by future economic stability than by internal interest in learning. This pattern points to a possible gap in cultivating intrinsic motivation, which is vital for sustained academic engagement and lifelong learning. While extrinsic goals can promote performance, they may not encourage deep learning or critical thinking. Deci, Koestner, and Ryan (2019) caution that a focus on external rewards can undermine intrinsic motivation. Similarly, David et al. (2020) observed that Filipino SHS students often associate motivation with practical outcomes like job prospects or exam success. This extrinsic orientation may limit the development of creativity, independence, and a lasting love for learning. To address this, educational strategies such as passion-driven projects or student-centered learning modules may help foster intrinsic motivation, encouraging students to find meaning and enjoyment in their academic journey.

Table 3

Level of Motivation of students under the Voucher Program in private Senior High Schools in Self-Efficacy and Confidence

Items	Mean	Interpretation
<i>As a senior high school student, I</i>		
1. believe my hard work will open more opportunities in the future	4.59	Very High Level
2. feel confident in my ability to perform my task under pressure	4.25	High Level
3. believe in my skills even when my classmate underestimates my "kakayahan"	4.37	High Level
4. can always manage to solve the problem If I try hard enough	4.40	High Level
5. am confident that I can pass college entrance exams	4.20	High Level
6. trust my ability to learn and improve in subjects I find difficult	4.39	High Level
7. believe I have what it takes to succeed in my chosen career path	4.48	High Level
8. am confident in expressing my thoughts and ideas in class	4.20	High Level
9. feel prepared to handle school-related stress and pressure effectively	4.28	High Level
10. remain confident even when I receive low grades because I know I can do better next time	4.23	High Level
Overall Mean	4.34	High Level

Table 3 shows that SHS-VP beneficiaries have a *high level* of motivation in the area of self-efficacy and confidence, with an overall mean score of 4.34. The highest-rated item, "believe my hard work will open more opportunities in the future" (M=4.59), reflects strong motivation. However, the lowest-rated items—confidence in passing college entrance exams and expressing ideas in class—both scored 4.20, indicating areas where students may feel less assured.

These findings suggest that while students believe in the long-term value of effort, some lack confidence in immediate academic challenges and communication skills. This may be due to perceived academic gaps, pressure from competitive admissions, or limited opportunities to develop classroom expression. The research result and finding support the findings of Valle et al. (2020) which highlight the crucial role of self-efficacy in academic achievement, especially under pressure. David et al. (2020) also noted that many Filipino high school students lack confidence in verbal and test-taking skills, often due to insufficient practice.

To address this, confidence-building initiatives, active classroom participation strategies, and college entrance preparation programs should be incorporated into SHS curricula to boost students' academic self-belief and communication abilities.

Table 4

Level of Motivation of students under the Voucher Program in private Senior High Schools in Career and Future Aspirations

Items	Mean	Interpretation
<i>As a senior high school student, I</i>		
1. already have a clear idea of the career I want to pursue	4.15	High Level
2. see myself working in a profession that I am passionate about	4.31	High Level
3. believe education is the key to reaching my life goals	4.57	Very High Level
4. take school seriously because I want to have a stable job in the future	4.64	Very High Level
5. am working hard now so I can help support my family someday	4.63	Very High Level

6. dream of building a successful career that allows me to grow	4.72	Very High Level
7. seek opportunities that will prepare me for my future career	4.65	Very High Level
8. believe I can achieve my long-term goals through perseverance and planning	4.61	Very High Level
9. explore different career paths to find the one that suits my interests and strengths	4.52	Very High Level
10. look forward to contributing to my community through my chosen profession	4.67	Very High Level
Overall Mean	4.55	Very High Level

Table 4 presents the level of motivation of SHS-VP beneficiaries in the area of *Career and Future Aspirations*, showing a *very high* overall mean score of 4.55. The highest-rated item was "dream of building a successful career that allows me to grow" (M=4.72), while the lowest was "already have a clear idea of the career I want to pursue" (M=4.15), still interpreted as *high* motivation. The relatively lower score for career clarity suggests that many students remain uncertain about their future paths, which may affect their long-term motivation and decision-making.

David et al. (2020) observed that Filipino SHS students are often influenced by external pressures rather than internal career clarity. Camacho and Go (2021) found that access provided by the voucher program does not always result in informed career choices. Guan et al. (2020) also noted that career indecision is linked to low self-efficacy and limited real-world exposure. These findings underscore the need to strengthen the Department of Education's Career Guidance Program (CGP) through targeted initiatives like mentoring, industry exposure, and personalized counseling to help students convert aspirations into well-defined goals.

Comparative Analysis in the level of motivation of Senior High School students in relation to the voucher program in the areas of Academic Motivation, Self-Efficacy and Confidence, and Career and Future Aspirations when grouped and compared according to Age, Sex, Average Family Monthly Income, Grade Level, and Number of Siblings

Table 5

Differences in the level of Motivation of students under the Voucher Program in private Senior High Schools in the Academic Motivation when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	117	138.50	9302.000	0.051		Not Significant
	Older	183	158.17				
Sex	Male	85	134.95	7815.500	0.047		Significant
	Female	215	156.65				
Average Family Monthly Income	Lower	185	150.79	10584.500	0.941	0.05	Not Significant
	Higher	115	150.04				
Grade Level	Grade 11	153	156.79	10283.000	0.192		Not Significant
	Grade 12	147	143.95				
Number of Siblings	Few	187	144.79	9497.500	0.135		Not Significant
	Many	113	159.95				

Table 5 examines whether the level of academic motivation of Senior High School (SHS) students in relation to the Voucher Program differs when respondents are grouped according to age, sex, average family monthly income, grade level, and number of siblings. Older students (MR=158.17) showed higher motivation than younger ones (MR=138.50). Those from lower-income families (MR=150.79) were slightly more motivated than those from higher-income households (MR=150.04). Grade 11 students (MR=156.79) were more motivated than Grade 12 students (MR=143.95), and those with more siblings (MR=159.95) also reported greater motivation than those with fewer siblings (MR=144.79).

However, the p-values for age (0.051), income (0.941), grade level (0.192), and number of siblings (0.135) are all greater than the 0.05 threshold, indicating that the observed differences are not statistically significant. This suggests that motivation toward academic achievement remains consistently high among students regardless of these demographic variables, implying that the SHS Voucher Program may be helping level the playing field for students across different socioeconomic and family backgrounds.

A significant difference was observed only when students were grouped according to sex. Female students (MR=156.65) displayed higher levels of motivation compared to males (MR=134.95), with a p-value of 0.047. This statistically significant result implies that gender may still influence academic engagement, potentially due to prevailing cultural expectations and socialization patterns that promote diligence and long-term planning more strongly among young women in the Philippines. The finding that female students are more academically motivated than male students supports Vantieghem and Van Houtte's (2018) study which examined gender differences in study motivation among early adolescents and found that girls generally exhibited higher levels of academic motivation compared to boys. The study highlighted that these differences are influenced by gender socialization processes, where societal expectations and norms shape students' attitudes and behaviors toward learning. Specifically, girls were more likely to adopt learning-oriented goals and demonstrate greater engagement in academic tasks, which aligns with the observed higher motivation levels among female students (Vantieghem & Van Houtte, 2018).

Table 6

Difference in the level of motivation of students under the Voucher Program in private Senior High Schools in Self-Efficacy and Confidence when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	117	128.04	8078.000	0.000		Significant
	Older	183	164.86				
Sex	Male	85	158.11	8491.000	0.335	0.05	Not Significant
	Female	215	147.49				
Average Family Monthly Income	Lower	185	148.47	10261.500	0.603		Not Significant
	Higher	115	153.77				
Grade Level	Grade 11	153	149.49	11090.500	0.835		Not Significant
	Grade 12	147	151.55				
Number of Siblings	Few	187	146.03	9729.500	0.246		Not Significant
	Many	113	157.90				

Table 6 presents data on the motivation of Senior High School students in relation to the Voucher Program in the area of Self-Efficacy and Confidence, grouped by age, sex, average family monthly income, grade level, and number of siblings. Mean rank scores show slight differences across groups: male (MR=158.11) versus female (MR=147.49), high-income (MR=153.77) versus low-income (MR=148.47), Grade 12 (MR=151.55) versus Grade 11 (MR=149.49), and many siblings (MR=157.90) versus few siblings (MR=146.03). However, all related p-values—sex (0.335), income (0.603), grade level (0.835), and number of siblings (0.246)—are above 0.05, indicating no statistically significant differences in motivation across these groups.

These findings imply that students' motivation related to self-efficacy and confidence appears generally consistent regardless of demographic or socioeconomic background. This suggests the importance of universal strategies in motivation-building programs such as mentoring, academic skills training, and resilience-building activities. Studies by Datu et al. (2018) and Schunk and DiBenedetto (2020) further emphasize that well-structured educational environments can strengthen self-efficacy among students from diverse backgrounds.

In contrast, when grouped by age, a statistically significant difference emerged, with older SHS students (MR=164.86) reporting higher motivation than younger ones (MR=128.04), supported by a p-value of 0.000. This implies that as adolescents mature, they develop a stronger sense of identity and purpose, enhancing their motivation toward academic and career goals. This theoretical perspective is supported by recent empirical research. This supports the study by Carvalho and Veiga (2025) that found that as adolescents progress in age, they experience changes in identity development, which can influence their academic motivation and engagement. Specifically, the study highlighted that older adolescent tend to have a more consolidated sense of identity, which is associated with higher levels of school engagement and motivation.

Table 7

Difference in the level of motivation of Senior High School students in relation to the Voucher Program in the area of Career and Future Aspirations when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
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Age	Younger	117	133.35	8699.000	0.006	Significant
	Older	183	161.46			
Sex	Male	85	151.58	9045.500	0.890	Not Significant
	Female	215	150.07			
Average Family Monthly Income	Lower	185	150.75	10591.000	0.949	0.05 Not Significant
	Higher	115	150.10			
Grade Level	Grade 11	153	148.03	10868.000	0.611	Not Significant
	Grade 12	147	153.07			
Number of Siblings	Few	187	145.23	9579.500	0.170	Not Significant
	Many	113	159.23			

Table 7 presents the differences in Senior High School students' motivation related to Career and Future Aspirations under the Voucher Program, when grouped according to sex, income, grade level, and number of siblings. Although male students (MR = 151.58), those from lower-income families (MR = 150.75), Grade 12 students (MR = 153.07), and those with more siblings (MR = 159.23) showed slightly higher mean ranks, the differences were not statistically significant ($p > 0.05$). This suggests that these demographic factors have minimal influence on students' career-related motivation within the context of the program. The lack of significant differences may reflect the universal value students place on the Voucher Program as a gateway to higher education and employment. The program likely provides a shared sense of hope and direction among students regardless of their sex, income level, or family background, fostering a common drive to pursue future goals. This reinforces the idea that academic motivation tied to career planning is broadly distributed among beneficiaries of the program.

However, a significant difference was observed when students were grouped by age ($p = 0.006$), with older SHS students (MR = 161.46) demonstrating higher levels of motivation in terms of career aspirations. This implies that those older adolescents tend to be more future-oriented, supporting Flores et al. (2019), who also noted that Filipino SHS students develop clearer career goals as they mature, reinforcing the need for age-appropriate career guidance to enhance motivation and decision-making among younger students.

Conclusion:

The study assessed the motivation of 300 Senior High School (SHS) students under the Voucher Program in private schools, focusing on academic motivation, self-efficacy, and career aspirations. Results showed very high motivation in academic and career areas, particularly among older and female students, while self-efficacy lagged slightly across all groups, indicating a need to build students' confidence in their abilities. Income, grade level, and number of siblings had no significant impact on motivation. Based on these findings, the study recommends targeted interventions such as mentoring, counseling, and improved career guidance to strengthen self-efficacy, especially among male and younger students. Schools are also encouraged to involve families and offer inclusive programs that support both academic growth and personal development to maximize the benefits of the Voucher Program.

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