



Exploring the Relationship Between Academic Self-Concept, Motivation, and Academic Achievement in the College of Hotel and Restaurant Management at the University of Cebu Main Campus

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Abstract

This study investigated the factors affecting the academic performance of the College of Hotel and Restaurant Management (CHRM) students at the University of Cebu. Three key factors—motivation, attitudes, and academic self-concept—were assessed for their influence on student outcomes. Results revealed that motivation was the most significant factor, with a mean of 3.39, followed by attitudes (mean = 3.32), and academic self-concept (mean = 3.19). The analysis of variance showed no significant differences in the perceptions of these factors across year levels, indicating that their influence on academic performance remained consistent throughout students' academic journeys. The study highlights the importance of fostering intrinsic and extrinsic motivation and promoting positive attitudes to enhance academic success. Recommendations include incorporating interventions to boost motivation, attitude, and self-concept at all year levels to support sustained academic achievement.

Keywords: Attitude, Self-concept, Motivation, College of Hotel and restaurant Management, Student outcomes, academic performance, Cebu City , Philippines

Introduction

Academic achievement is a fundamental indicator of educational success, both on an individual and societal level. It reflects the effectiveness of a country's educational system and plays a crucial role in the overall development of its citizens. Dambudzo (2009) highlights that, over the past few decades, there has been a growing societal emphasis on academic performance as a key metric for success. In particular, the academic success of university students is directly correlated with their future opportunities, including access to better employment and higher salaries (Joppke & Morawska, 2003). Test scores, in this regard, are not just an academic reflection but also predict success in the job market (Areepattamannil & Freeman, 2008).

However, academic achievement is influenced by a wide range of factors, both cognitive and non-cognitive. Cognitive factors include intelligence, standardized test scores, and previous academic performance, while non-cognitive factors encompass elements like motivation, study habits, family background, and social influences. Though cognitive factors have traditionally received the majority of research focus, recent studies have emphasized the significance of non-cognitive variables, such as self-concept and motivation, in shaping academic outcomes (Cokley, Bernard, Cunningham, & Motoike, 2001). Piaget (in Reed, Turiel & Brown, 1996) asserts that behavior is inherently both cognitive and affective, suggesting that emotional and motivational factors are just as crucial as intellectual abilities in determining academic success.

Research has shown that non-cognitive factors, particularly academic self-concept and motivation, have a significant impact on academic performance. Sikhwari (2004) notes that while much academic research has concentrated on cognitive aspects, affective variables should receive equal attention, as they can strongly influence learning outcomes. Areepattamannil & Freeman (2008) and Van der Lith (1991) argue that self-concept and motivation are the most potent affective factors that can be shaped through classroom teaching. The influence of these factors on student achievement has been widely acknowledged but is often underexplored in empirical studies.



This study aims to investigate the relationship between academic self-concept, motivation, and academic achievement, with a focus on the College of Hotel and Restaurant Management (CHRM) at the University of Cebu Main Campus. This specific setting provides a unique opportunity to examine how affective factors interact with academic performance in a professional discipline. The CHRM program is particularly suited for this study due to the multifaceted nature of the skills required in the hospitality industry, which combines cognitive knowledge with emotional intelligence and personal motivation. Understanding how students perceive their academic abilities and how motivated they are to succeed can offer valuable insights for improving teaching strategies and student support within the program.

Previous research, such as that by Green et al. (2006), has investigated the relationship between academic self-concept and academic motivation individually. However, the combined effects of these factors on academic achievement remain underexplored. This study seeks to fill this gap by examining how academic self-concept and motivation interact to influence students' academic outcomes, specifically in the context of a professional training program like Hotel and Restaurant Management.

By exploring these relationships, this research aims to provide useful data that could help educators and administrators better understand the emotional and motivational dimensions of learning, allowing for more targeted interventions to enhance academic success. This study also aligns with Combs' (1982) assertion that students' attitudes, beliefs, and feelings are powerful motivators in the learning process, emphasizing the importance of addressing these non-cognitive factors alongside traditional academic skills. Ultimately, the findings of this study could contribute to enhancing the overall educational experience and academic performance of students at the University of Cebu, particularly within the CHRM program.

Theoretical Background

Sigmund Freud (1900–1938), widely regarded as the father of psychoanalysis, significantly influenced the development of psychological frameworks concerning the self and personality. Freud initially highlighted the Id's dominance in shaping behavior, positioning the Ego as a relatively weaker force. However, later in his career, he shifted focus, making the Ego central to his theory. This transition resulted in a dynamic system where the Ego interacts with the Id and the Super Ego to govern human behavior. Freud's triadic conceptualization of personality, composed of the Id, Ego, and Super Ego, marked a pivotal shift in psychoanalytic theory, offering insight into the interplay between internal drives and social influences in shaping individual behavior.

Although Freud did not explicitly address self-image, his exploration of Ego instincts and identification with the Ego Ideal illuminated psychological mechanisms underlying self-perception. This laid the foundation for later theories, despite initial criticisms of the lack of empirical support for Freudian constructs. Behaviorists, notably Wylie (1979), critiqued Freud's theories, arguing that they lacked empirical rigor and were incompatible with experimental psychology, which prioritized observable behavior over internal psychological processes like self-concept.

The importance of self-concept and self-esteem gained prominence in later psychoanalytic and psychological theories. Erik Erikson (1956) expanded upon Freud's ideas by proposing a theory of identity development that unfolds through eight stages of psychosocial development, with a particular focus on the identity crisis during adolescence. Erikson critiqued static terms like self-concept, self-image, and self-esteem, advocating for a more dynamic and evolving understanding of identity. Similarly, Rogers (1959) introduced a phenomenological approach to the self, emphasizing the central role of self-concept in human behavior. According to Rogers, an individual's self-concept is shaped by their experiences and ideals, and psychological well-being depends on the congruence between the perceived self and actual experience.

Rogers' concept of the ideal self introduced a more fluid, socially influenced conception of identity, emphasizing the role of social feedback in shaping the self-concept, particularly during childhood. This perspective has been corroborated by more recent studies emphasizing the social nature of self-concept and the importance of feedback from others (Marsh & Shavelson, 1985; Harter, 1983). Furthermore, modern research suggests that self-concept is not a static, monolithic construct but is influenced by the interplay of both internal processes and social interactions (Baumeister, 1999).

The late 20th century witnessed a shift toward multidimensional models of self-concept, particularly within academic contexts. Shavelson et al. (1976) proposed a hierarchical model that distinguished between general self-concept and specific academic self-concepts. Later studies refined this model to include domain-specific self-concepts, such as those related to mathematics and science (Marsh & Shavelson, 1985). Research by Coopersmith (1967) and Rotter (1975) examined the relationship between self-concept and academic achievement, although early studies focused on broad self-concept constructs rather than domain-specific factors. These advancements suggested that self-concept is a broader, more complex construct.



Recent studies have reinforced the significant role of self-concept in academic performance, highlighting the positive correlation between academic self-concept and achievement (Hattie & Hansford, 1982; Marsh, 1983). For example, Brookover and Thomas (1962) found that students with a positive academic self-concept performed better academically, a finding that has been consistently replicated in different educational contexts (Bledsoe, 1984; Kemp, 1982). Furthermore, research by Marsh et al. (1983) and Shavelson and Bolus (1982) demonstrated that academic self-concept is a strong predictor of academic achievement, particularly in domains like mathematics and science.

Self-concept also plays a crucial role in shaping achievement motivation and persistence. Harter (1987) showed that students with a high academic self-concept were more likely to engage in academic tasks and persist through challenges. However, the relationship between self-concept and achievement is nuanced, with research indicating that sex differences can influence this connection. Studies by Skaalvike (1983) and Rubin (1978) suggested that academic self-concept was more strongly correlated with achievement for male students than for female students, highlighting the importance of gender-sensitive approaches in self-concept research.

Overall, contemporary research underscores the complexity of self-concept, with academic self-concept emerging as a key determinant of academic success. The evolving theories emphasize the multidimensional and dynamic nature of the self, shaped by both personal experiences and social interactions. These insights have deepened our understanding of the relationship between self-concept and academic performance, illustrating how internal and external factors interact to influence behavior and achievement.

The Problem

Statement of the Problem

This study aims to explore the relationship between academic self-concept, motivation, and academic achievement among students in the College of Hotel and Restaurant Management at the University of Cebu Main Campus. The primary objective is to provide insights and formulate recommendations that can address factors influencing academic performance within the program.

Specifically, this study seeks to answer the following research questions:

1. What are the most dominant factors affecting the academic performance of the respondents in the context of:
 - 1.1. Attitude:
 - 1.1.1. Attitude towards the program
 - 1.1.2. Attitude towards the courses
 - 1.1.3. Attitude towards the teaching methods
 - 1.1.4. Attitude towards the learning environment
 - 1.2. Academic self-concept
 - 1.3. Motivation:
 - 1.3.1. Intrinsic motivation
 - 1.3.2. Extrinsic motivation
2. Is there a significant degree of variance in the different factors affecting the academic performance of the respondents when grouped according to year level?
3. Based on the findings, what recommendations can be proposed to improve academic performance?

Research Methodology

Design

The descriptive-survey research method was employed in this study. This method was selected as it allows for the collection of data on the factors influencing the academic achievements of the respondents. By surveying the participants, the researcher was able to gather firsthand information about these factors and then analyze the results descriptively. The data were examined in the context of the theoretical framework underpinning the study, ensuring that the findings aligned with established concepts in the literature.

Environment

This study was conducted at the University of Cebu Main Campus, specifically within the College of Hotel and Restaurant Management (CHRM). The selection of this environment was intentional, as the CHRM students represent a diverse and academically varied group, which allows for a comprehensive examination of the factors affecting academic achievement in this discipline.



Respondents

The study employed a purposive systematic sampling technique to select respondents. Purposive sampling was used because the study focused exclusively on students enrolled in the College of Hotel and Restaurant Management from first to fourth year. Only these students were deemed relevant to the research, ensuring that the sample reflected the population of interest. Additionally, systematic random sampling was incorporated, with every 10th student on the enrollment list being selected for inclusion in the study. This combination allowed for a structured and purposeful selection of participants while ensuring a degree of randomness in the process.

Instrument

To gather data, three standardized questionnaires were utilized. The first instrument was the Students' Questionnaire on Attitude, Academic Self-Concept, and Motivation, developed by Gardner and Smythe (1979). This tool was specifically designed to assess the attitudes, self-concept, and motivation of students—three critical factors influencing academic performance. The questionnaire consisted of 83 items in total, including 47 items on attitudes, 14 items on academic self-concept, and 22 items on motivation. The responses were measured using a 4-point Likert scale, which provided a standardized way to quantify student perceptions on each of these factors.

Data Gathering Procedure

1. Preliminaries: The researcher sought and obtained formal permission to conduct the study from the Campus Academic Director of the University of Cebu. The request was processed and granted within two working days, allowing the study to proceed.
2. Data Gathering: Following approval, the researcher approached the Office of the Maritime Dean to request permission for the distribution of the questionnaires. With approval in hand, the researcher conducted a room-to-room distribution of the questionnaires across the College of Hotel and Restaurant Management. The data collection process spanned two weeks, during which students were allotted 30 minutes to complete the questionnaires. Retrieval of the completed forms occurred immediately following the allotted time, ensuring that all responses were collected on the same day.
3. Retrieval: Once all the research instruments were collected, the data were deemed complete. The researcher then enlisted the help of a statistician to assist with the proper statistical treatment of the collected data, ensuring that all the research questions and hypotheses were addressed using appropriate methods.

Treatment of Data

The following statistical treatments were employed to analyze the data:

1. Simple Percentage and Rank: These were used to provide a basic profile of the respondents, including their demographic characteristics and relevant background information.
2. Weighted Mean and Composite Mean: These statistical techniques were used to assess the degree or level of various factors affecting academic performance, as perceived by the respondents. By calculating the weighted mean for each item, the researcher could determine the relative importance of each factor in relation to academic achievement.
3. ANOVA (Analysis of Variance): ANOVA was employed to assess the differences in factors affecting academic performance among students grouped according to year level. This analysis allowed the researcher to determine if academic factors varied significantly between first-year, second-year, third-year, and fourth-year students.

Results

Table 1
Factors Affecting the Academic Performance Among the CHRM Students
Summary Results

Factors	All CHRM Students	Rank
A. Attitudes	3.32	2
B. Academic Self-Concept	3.19	3
C. Motivation	3.39	1
Overall Composite Mean	3.30	



Table 2
Analysis of Variance in the Different Factors Affecting Academic Performance Among CHRM Students
When Grouped According to Year Level

Students	A. CHRM-I	B. CHRM-II	C. CHRM-III	D. CHRM-IV
n	31	36	24	25
Sum	102.98	119.91	80.40	81.46
Mean	3.32	3.33	3.35	3.26
SS	342.0742	399.4275	269.3506	265.4016

Sources of Variation	df	Sum of Squares	Mean Squares	F-Value	Tabular F-Value (0.05)
Between Groups	3	0.12031	0.04010	0.30999	2.6677
Within Groups	112	14.4899	0.12937		
Total	115	14.61024			

Discussion

Factors Affecting the Academic Performance Among the CHRM Students

As revealed in Table 1, the overall composite mean of 3.30, interpreted as "Strongly Affecting," reveals the extent to which different factors influence the academic performance of CHRM students. Among the three factors considered—Motivation, Attitudes, and Academic Self-Concept—Motivation holds the highest rank with a mean of 3.39, reflecting that it is the most significant factor in shaping academic outcomes. This was followed by Attitudes, with a mean of 3.32, which is interpreted as "Very Good," and Academic Self-Concept, which scored the lowest mean of 3.19, interpreted as "Moderately Affecting."

The data indicate that Motivation is the most critical driver of academic performance among CHRM students. Motivation has been widely recognized as a central factor in academic achievement, with intrinsic and extrinsic motivational factors influencing student success (Deci & Ryan, 2000). According to Vallerand et al. (1992), motivation is a fundamental determinant of academic performance, as it directs students' efforts and perseverance. CHRM students likely perceive their intrinsic motivation—such as personal interest in the program and career aspirations—as pivotal in sustaining their academic performance. Furthermore, extrinsic factors, such as external rewards or career opportunities, may also play a role in motivating students.

Attitudes ranked second in the study, which aligns with previous research emphasizing the role of positive attitudes toward one's academic program, courses, and learning environment in influencing performance (Dweck, 2006). Positive attitudes towards learning have been found to contribute to higher engagement, persistence, and overall academic success (Zimmerman, 2000). In this case, students' favorable attitudes towards the Hotel and Restaurant Management program, the courses they undertake, and their interactions with instructors and peers likely provide a solid foundation for academic success.

On the other hand, Academic Self-Concept received the lowest ranking, suggesting that CHRM students perceive their self-concept as less influential compared to motivation and attitude. Academic self-concept refers to a student's perception of their own academic abilities, and while it is essential, it may not always translate directly into higher academic performance. According to Marsh and Shavelson (1985), while a positive self-concept is correlated with academic achievement, its effect can be indirect, influenced by other factors such as motivation and attitudes. The lower ranking of Academic Self-Concept in this study may suggest that students prioritize tangible motivations (e.g., career goals) and attitudes over their self-perception in influencing their academic outcomes.

This pattern of results underscores the importance of both internal (motivation) and external (attitudes) factors in determining academic success. While academic self-concept is essential for students' self-regulation and confidence (Harter, 1999), motivation and attitude can have a more immediate, direct impact on academic performance.

The findings also align with the Expectancy-Value Theory (Eccles et al., 1983), which asserts that students' motivation and the value they place on their educational goals drive their academic effort. In this context, CHRM students' motivation to achieve career success and their positive attitudes towards their learning environment may significantly contribute to their academic performance, while their self-concept, although important, may be a secondary factor.

Analysis of Variance in the Different Factors Affecting Academic Performance Among CHRM Students

When Grouped According to Year Level



The results from Table 2 indicate that the computed F value of 0.30999 is smaller than the critical F value of 2.6677 at the 0.05 level of significance (with 3 and 112 degrees of freedom). Since the computed F value is lower than the tabular value, we fail to reject the null hypothesis (Ho). This suggests that there is no significant variance in the perceptions of the three factors—Attitudes, Academic Self-Concept, and Motivation—across the different year levels among CHRM students.

Upon closer inspection, the mean scores across the four year levels (first-year, second-year, third-year, and fourth-year) indicate that students generally perceive these factors in a similar manner, as reflected by their almost identical mean scores. For instance, the means range from 3.26 to 3.35, which shows a relatively uniform view on how attitudes, academic self-concept, and motivation influence their academic performance, regardless of their year level. These findings are consistent with research that suggests academic performance may be influenced by a variety of factors that do not significantly vary by academic progression or year level (Marsh & Shavelson, 1985). Moreover, previous studies on student motivation and attitudes (Deci & Ryan, 2000; Vallerand et al., 1992) indicate that while students may exhibit differences in certain academic behaviors over time, factors such as motivation and attitude tend to stabilize over the course of their academic journey, leading to less variance in their effects on academic outcomes.

In conclusion, the lack of significant variance in the perceived impact of Attitudes, Academic Self-Concept, and Motivation among students at different year levels suggests that these factors might exert a similar influence on academic performance, regardless of students' academic standing. This finding implies that interventions aimed at improving these factors would likely benefit CHRM students across all year levels in a similar manner.

Findings

The study aimed to identify the factors affecting academic performance among the College of Hotel and Restaurant Management (CHRM) students at the University of Cebu. The results revealed the following:

1. Motivation emerged as the most significant factor influencing academic performance, with the highest mean score of 3.39, interpreted as "Strongly Affecting." This underscores the crucial role of motivation in driving academic success. Motivation, both intrinsic (e.g., personal interest in the program) and extrinsic (e.g., career prospects), was found to have a strong impact on students' academic outcomes, aligning with previous studies by Deci & Ryan (2000) and Vallerand et al. (1992).
2. Attitudes ranked second with a mean of 3.32, interpreted as "Very Good." This indicates that students' positive attitudes towards their academic program, courses, and learning environment also significantly contribute to their academic success, consistent with the findings of Dweck (2006) and Zimmerman (2000).
3. Academic Self-Concept was ranked third, with a mean of 3.19, interpreted as "Moderately Affecting." While important, students' perceptions of their own academic abilities were found to have a relatively smaller impact on academic performance compared to motivation and attitudes. This finding aligns with the work of Marsh & Shavelson (1985), who suggested that academic self-concept influences performance indirectly through other factors like motivation.
4. Analysis of Variance showed no significant variance in the perceptions of the three factors—Attitudes, Academic Self-Concept, and Motivation—across different year levels (freshman to senior). The lack of significant difference in perceptions across the year levels suggests that these factors have a relatively uniform influence on students' academic performance regardless of their academic standing.

Conclusions

The study concludes that Motivation is the most influential factor affecting academic performance among CHRM students, followed by Attitudes. Although Academic Self-Concept is important, its impact on academic performance is comparatively less significant. The findings suggest that intrinsic and extrinsic motivational factors, along with positive attitudes, play a vital role in students' academic success. The lack of variance in the influence of these factors across different year levels indicates that these factors exert a consistent effect on academic performance throughout the students' academic journey.

These results emphasize the need for a focus on fostering motivation and promoting positive attitudes towards academic pursuits within the CHRM program, as these factors appear to have the most immediate and direct influence on academic success.

Recommendations

1. **Enhancing Motivation:** To further boost academic performance, interventions aimed at increasing intrinsic motivation (e.g., personal interest in the field, career aspirations) and extrinsic motivation (e.g., job opportunities, rewards) should be incorporated into the CHRM curriculum. Faculty and administration can



organize career orientation programs and practical workshops to inspire students and align their learning with their career goals.

2. **Fostering Positive Attitudes:** Educators should aim to cultivate a positive learning environment by promoting a growth mindset and encouraging students to have favorable attitudes toward their academic program, courses, and peers. Positive reinforcement and mentorship programs can help improve student engagement and persistence, which are key drivers of academic success.
3. **Support for Academic Self-Concept:** While Academic Self-Concept was ranked third in terms of influence, it is still an important factor for student development. Academic counseling, peer support groups, and personalized feedback can help students build confidence in their academic abilities. Programs aimed at enhancing self-awareness and self-regulation, such as study skills workshops or self-reflection exercises, should be considered.
4. **Year-Level-Specific Interventions:** Given the uniformity in the perceptions of factors affecting academic performance across year levels, it is recommended that interventions targeting motivation, attitudes, and academic self-concept be implemented at all year levels. This ensures that students benefit from continuous support throughout their academic journey, helping to maintain high performance from first year to graduation.
5. **Future Research:** Further studies could explore other factors not covered in this study, such as family background, socio-economic status, or peer influence, to gain a more comprehensive understanding of the determinants of academic performance among CHRM students. Longitudinal studies could also examine how changes in motivation, attitudes, and self-concept influence academic performance over time.

By focusing on motivation, attitudes, and academic self-concept, the College of Hotel and Restaurant Management can enhance its educational environment and improve academic performance, ensuring that students are well-prepared for their careers in the hospitality industry.

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