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Self-Determination Intervention Program for the Enhancement of the Attitude and Achievement of High School Underachieving Students

ABSTRACT: An intervention program was developed for underachieving students using a Self-Determination approach to determine its effectiveness in enhancing their attitudes and academic achievement. Self-Determination Model was used as a guide for the program. The components were: Know Yourself and Your Environment; Value Yourself; Plan; Act; and Experience Outcomes and Learn. The SAMS (Study Attitude and Methods Survey) was also used to assess students' attitudes pertaining to Academic Interest-Love of Learning; Academic Drive-Conformity; Study Anxiety; Manipulation; and Alienation towards Authority and their Study Method. After the program, the scores of the participants significantly increased in the dimensions of Academic Interest-Love of Learning; Academic Drive-Conformity; and Study Methods using an alpha level of .05. However, there was no significant increase of scores in the dimensions of Study Anxiety, Lack of Manipulation, and Alienation towards Authority. On the other hand, the increase in general average of students in the third quarter was significant at .05 alpha level. It was conclusive that the program was effective in enhancing underachievers' attitudes pertaining to Academic Interest, Academic Drive, and Study Methods, but not to Study Anxiety and Manipulation. The program also improved students' academic performance in the third grading period.

KEY WORD: Self-Determination; Underachieving Students; Attitudes; Achievement.

RINGKASAN: "Program Intervensi Penentuan oleh Diri Sendiri untuk Peningkatan Sikap dan Prestasi Siswa Sekolah Menengah Atas Berkemampuan Rendah". Program intervensi dikembangkan untuk siswa berkemampuan rendah dengan menggunakan pendekatan Penentuan oleh Diri Sendiri bagi menentukan efektivitasnya dalam meningkatkan sikap dan prestasi akademik mereka. Model Penentuan oleh Diri Sendiri digunakan sebagai panduan untuk program ini. Komponennya adalah: Kenali Diri Sendiri dan Lingkungan Anda; Hargai Diri Anda; Rencana; Bertindak; dan Pengalaman Hasil dan Belajar. Sikap Belajar dan Metode Survei juga digunakan untuk menilai sikap siswa terkait dengan Minat Akademik-Cinta Belajar; Kenyamanan secara Akademik; Kegelisahan Belajar; Manipulasi; dan Keterasingan terhadap Otoritas dan Metode Belajar mereka. Setelah program berlangsung, skor peserta meningkat secara signifikan dalam dimensi Minat Akademik-Cinta Belajar; Kenyamanan secara Akademik; dan Metode Belajar dengan menggunakan tingkat alpha 0.05. Namun, tidak ada peningkatan skor yang signifikan dalam dimensi Kegelisahan Belajar, Kurangnya Manipulasi, dan Keterasingan terhadap Otoritas. Di sisi lain, peningkatan rata-rata umum siswa pada kuartal ketiga signifikan pada tingkat 0.05 alpha. Dapat disimpulkan bahwa program ini efektif dalam meningkatkan sikap para siswa yang berkemampuan rendah sehubungan dengan Minat Akademik, Kemajuan Akademik, dan Metode Belajar, tetapi tidak untuk Kegelisahan dan Manipulasi Belajar. Program ini juga dapat meningkatkan prestasi akademik siswa pada periode penilaian ketiga.

KATA KUNCI: Penentuan oleh Diri Sendiri; Siswa Berkemampuan Rendah; Sikap; Prestasi.

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INTRODUCTION

With the challenges in current educational system and the demand of developing independent learners, who are equipped to become globally competitive, the students would have problems to adapt to these challenges if they are not supported in their needs that would help them fill the gap in their achievement. The model being used for the school is the SCM (Strategic Comprehensive Model), which involves remediation based on students' needs (Ramos-Samala, 2017; Tindowen, Bassig & Cagurangan, 2017; and Malik, 2018).

There are problems of students that must be addressed, especially those related to their academic success. SCM gives emphasis on enhancing academic performance, because the acquisition of an education is critical to the prevention of a number of social problems. The remedial component will fill the gap in the current program of the school; thus, the need is of prime importance (Ramos-Samala, 2017; Tindowen, Bassig & Cagurangan, 2017; and Alegado, 2018).

According to S. Reis & D. McCoach (2000), and other scholars, underachievers are students who show marked inconsistency between their expected achievement, which could be measured by scores on standardized test and mental ability assessments, and actual achievement. Through the Guidance program, students who are having difficulty coping in the academic demands of the school can be facilitated (Reis & McCoach, 2000 and 2002; Najimi *et al.*, 2013; and Al-Zoubi & Younes, 2015).

A theory called "Self-Determination" was incorporated as basis to form a program to help students bridge the gap between their potential and their actual performance. A person must have attitudes and abilities that will predispose him/her to be the main acting force in his/her own life. It is important to identify what characterizes a self-determined behavior. These are what self-determination behavior exhibit: *autonomous action from the person* (Wehmeyer, 1999); *performance of self-regulation* (Whitman, 1990); *there is a psychological empowered manner in the person's response to a situation* (Zimmerman,

1990); and also *self-realizing in his/her manner* (Wehmeyer & Field, 2007). These four characteristics make behavior as self-determined (cf Whitman, 1990; Zimmerman, 1990; Wehmeyer, 1999; Wehmeyer & Field, 2007; and Leal, Miranda & Carmo, 2013).

A person who engages in these kinds of behavior in a consistent manner is called as self-determined. These behaviors become lasting predispositions, which allow him/her to act similarly with others who function in a self-determined manner. The framework of self-determined behavior is composed of attitudes and abilities that enable a person to control one's own destiny and manage one's life. Organized and planned activities set to teach self-determination should address these components. The following components facilitate the expression of self-determination: choice-making; decision-making; problem-solving; goal-setting and attainment; self-regulation or self-management skills; self-advocacy and leadership skills; positive perceptions of control; efficacy and outcome expectations; self-awareness; and self-knowledge (Wehmeyer, Agran & Hughes, 2000; Smebye, Kirkevold & Engedal, 2016; and Naumann, 2017).

Self-determination is mainly the ability to discern and attain an end based on understanding and giving importance to one's strengths, weaknesses, skills, and capabilities (Field & Hoffman, 1994). Interest in the theory of self-determination gave birth to the development of programs that will teach children the knowledge skills, and experiences leading to self-determination. It is said to be an important ability to be able to gain success in school, career, and the community life. In the adult life, people are expected to have self-reliance and responsibility in designing their future (Field & Hoffman, 1994; Terzi, 2010; and Callan, 2016).

Conceptual Framework. Students with special needs can gain employment and achieve independent living after they graduated in high school. Self-determination theory has provided significant impact to these kinds of learners (Wehmeyer & Schwartz, 1997; Leal, Miranda & Carmo, 2013; and Jenö *et al.*, 2017). Research on self-

determination revealed that certain tests led educators and administrators to resort to programs, which they thought can improve students' learning but has led to unfavorable outcome on learning. Tests mandated by the government to measure the effectiveness of school for improvement, limit alternatives about the extent of courses to be taught and teachers' capacity to answer to students' interests (La Guardia *et al.*, 2000; Haug, 2017; and Ryan & Deci, 2017).

Other models based on the self-determination theory have risen in the past decades. M.L. Wehmeyer *et al.* (2000), and other scholars, provided an evaluation on the effectiveness of the SDLMI (Self-Determination Learning Model of Instruction)'s model in education. Students became more self-determined through the use of model according to the study findings from its field test. It was regarded as valid and effective educational model. Students were satisfied and interested with the model and the outcomes (*cf* Wehmeyer *et al.*, 2000; Sprang, 2016; and Shogren *et al.*, 2017).

The teachers upon implementation expressed their approval of the model and had plans for using the model for many years to come. There was an extension of the research, which used the model in promoting self-determination in the middle school students with learning needs (Mulford, 2003; Palmer *et al.*, 2004; and Ferguson, 2014). Consequently, skills that encourage self-determination were improved in students with learning needs. They were able reach educational relevant goals that meet with district-level standards. The standards in the different districts considered component elements of self-determination on instructional emphasis (Palmer *et al.*, 2004; Zeichner, 2008; and Ferguson, 2014).

According to A. Anastasi (1990), "our tendency to react favourably or unfavourably toward a designated class of stimuli" is what we call attitude (Anastasi, 1990). It is not directly observable; instead it is inferred through overt behavior, both verbal and non-verbal. An attitude also refers to our evaluative nature or our ability to interpret certain things. It is affected by what we have

learned to believe about our world, ourselves and others, what we have learned to like or dislike, and how we have learned to respond to people, things and situation (Anastasi, 1990; IEAB, 2008; and Ferguson, 2014).

In addition, teachers' personality and organization may affect students' achievement (Peters, Grager-Loidl & Supplee, 2000; Viernes & Guzman, 2005; and Tastan *et al.*, 2018). Attitude is a very strong variable in learning. It determines the success or failure of a child in learning. Attitude correlates with students' achievements in any subject. Similarly, reported that attitude is a critical factor in learning. Attitude is the basis for enthusiasm in learning. It is further stated that, it would be a serious omission in the process of socializing children, if the formation of preferred attitude and the evaluation of attitude are not deliberately planned for and included in school curriculum (Magno, 2003; Adodo & Oyeniyi, 2013; and Lundberg, 2014).

G. Gonzales-Linang (2008), and other scholars, said that intellectual capacity plays a major factor in determining student success in school. Factors such as health, personal qualities and characteristics, study habits, and study attitude can also determine how one performs in school. The person who acts as a causal agent make measureable adjustments in behaviors that are related to outcome of his/her achievement or the quality of what he/she wants to accomplish based on norms. Achievement is always based to what was done and how it was done by the student that could be evaluated to a certain level of quality (Gonzales-Linang, 2008; Baker *et al.*, 2010; and Mushtaq & Khan, 2012).

Guides were given in terms of formulating an effective remedial program for those who are underachieving. Activities that are not confined in classroom setting, like discussion and traditional recitation, proved to be of great help to them (Ladislav & Silon, 2008). These are learning in a form of a quiz bee, Math-Science Camp, and other enrichment program. Extracurricular activities reinforced the learning process in Math and Science through sports and other recreational ways to combat underachievement through

progressive use of different activities to transfer learning (Ladislav & Silon, 2008; Papak & Orbanic, 2011; and Shugerman, 2013).

Students who are underachieving may lack interest in learning, because they can't think of any basis for being better learner. For this kind of underachiever, counseling should be centred in finding methods of applying a reward system that will help students realize their educational efforts and strengthening habits that lead to academic success. Parents of these students can be subjected to helpful activities, in which they can learn to verbalize the advantages of education, affirm their children's achievement, and be interested in them (Weiner, 1992; Chukwu-Etu, 2009; and Figg *et al.*, 2012).

Studies about different therapies reported partial success on countering underachievement behaviors (Jeon, 1990; Butler-Por, 1993; and Karaduman, 2013). In this context, S.B. Rimm (2008) and other scholars offered a model to counteract underachievement. The model is based on the belief that attributes of underachievement were learned; therefore, having new attributes through initiating new behaviors, habits, and attitudes is possible. The Trifocal Model utilized the role of child, parents, and school to alleviate underachievement (Clooney, 1998; Rimm, 2008; and Ali & Rafi, 2016).

Specifically, this study sought to: (1) develop a self-determination intervention program to enhance the attitude and achievement of underachieving students; (2) validate the self-determination intervention program for students who are underachieving through; and (3) determine the effectiveness of the self-determination intervention program for the enhancement of attitudes and academic achievement of underachieving students.

METHODS

The researchers utilized the descriptive developmental method. A self-determination intervention program was developed, validated, and tried-out among high school underachieving students. A pre-test and post-test design was used in order to determine the effectiveness of the self-determination intervention program in enhancing the

attitudes and academic achievement of students who are underachieving. The student participants were purposively selected, because they were identified as students who were underachieving based on their academic achievement with their mental ability. Since the study dealt with underachievement, the chosen sample included high school students, who had below average general average but with above average to high mental ability (Koh & Owen, 2000; Williams, 2007; and Alessandri, Zuffiano & Perinelli, 2017).

The researchers made use of a SAMS (Study Attitude and Methods Survey) as the instrument for the study. The SAMS was developed to measure non-cognitive factors associated with success in school. The SAMS provides an easily administered instrument for the assessment of dimensions of attitude, motivation, and study habits important to academic success (McCoach & Siegle, 2003; Crede & Kuncel, 2008; and Cerna & Pavliushchenko, 2015).

SAMS evolved from an analysis of a large set of items collected over a period of more than twenty years by the first authors, namely W.B. Michael *et al.* (1971). A variety of approaches was pursued in developing the Survey. Initially, a systematic investigation was undertaken to explore as exhaustively as possible (1) the attitudes that would seem to be handicapping or facilitating students in their realization of academic goals; and (2) the methods that are employed by students who make the most effective use of their academic abilities (Michael *et al.*, 1971; Appleton & Booth, 2001; and Midgley & Urdan, 2001).

On the basis of results of several factor analytic studies of the intercorrelations of selected sets of items administered to samples of high school and college students, six interpretable dimensions rather consistently emerged. The six factor dimensions measured by the SAMS scales are: Academic Interest, Academic Drive, Study Methods, Study Anxiety, Manipulation, and Alienation toward Authority (Michael *et al.*, 1971; Crede & Kuncel, 2008; and Vergara *et al.*, 2015).

Statistical treatments used were descriptive statistics, e.g. frequency and percentage distribution was used to show the

profile of students' attitudes and academic performance; mean or average; and the t-test for dependent means was used to determine the effectiveness of the self-determination intervention program for students who are underachieving (Cashin & Elmore, 2005; Carter, 2007; and Ritchotte, 2013).

RESULTS AND DISCUSSION

In developing the program, an appropriate approach was determined in order to enhance the attitude and academic performance of underachievers. According to the pre-test on the study attitude and methods survey, 87% of underachieving students had scores above midline (50%ile). This means that learning is favorable for them. On the other hand, 55% of students scored below the midline in the dimension of Academic Drive-Conformity. This means that most underachieving students do not favor putting forth the effort needed to accomplish the academic demands of the school. They are not likely to comply to their teachers standards and may achieve below their abilities.

In the dimension of Study Methods, 48% of students scored below the midline which indicated that they are not organized and systematic in dealing with their academic work. The 58% of underachieving students scored below midline (50%ile) in the dimension of Study Anxiety. This means that they are likely to lack self-confidence in their academic work. They also have insecurities in doing well in school and performing up to the standards of friends, teachers, and their parents.

Furthermore, 42% of students who underachieve manipulate towards authorities, such as teachers and also their peers in order to get ahead with their studies. But 77% do not manifest alienation towards authority. Overall mean of both male and female respondents in the dimension of Academic Drive was 28.48, while Academic Interest was 23.71. Then, the dimensions of Study Methods (21.81), Study Anxiety (19.87), Manipulation (13.48), and Alienation towards Authority (13.00) followed successively. In terms of their Academic Achievement, the mean general average of high school underachieving students in the first grading was 79.98.

The self-determination model of S. Field & A. Hoffman (1994) was utilized as the framework of the program. This model was used in order to improve the capacity of underachieving students to act as causal agent of their lives, make choices and decisions in their own way (Field & Hoffman, 1994). In relation to attitude and academic achievement, the model of self-determination has its affective and skill component in order to deal with the students' attitudes that are handicapping or countering the achievement of their academic goals as well as the lack of skills and methods that lead to ineffective learning. It was composed of 5 components: Know Yourself and Your Environment; Value Yourself; Plan; Act; and Experience Outcomes and Learn (cf Field & Hoffman, 1994; Wehmeyer, 2006; and Wehmeyer & Field, 2007).

The first two components, Know Yourself and Your Environment and Value Yourself, serve as the foundation which is internal in nature. It deals with the individual's self-esteem and self-awareness. Knowing oneself, by determining the strengths and weaknesses in the different areas of the self, is important to become a self-determined person. The individual must understand and value what one wants in order to make decisions towards achieving what he or she desires.

On the other hand, skills must be present so that one achieves what one sets to achieve. This is addressed by the third and fourth component, Plan and Act. A person must be able to act based on the awareness and understanding of oneself. The last component is Experience Outcomes and Learn, which deals with the enhancement of positive consequences due to one's own actions and decisions.

Under the self-determination model components were also sub-components for each one. These sub-components were chosen as springboard for the instructional activities of the intervention program. These components are described as internal, affective, and skills that promotes self-determination of the individual. These components and sub-components of self-determination enhance students' attitudes based on the study entitled *Steps to Self-Determination: A Curriculum to Help*

Adolescents Learn to Achieve Their Goals by A. Hoffman & S. Field (2005).

The standards set were adapted from ASCA (American School Counselor Association) National Model for School Counseling Programs (Bowers & Hatch, 2002). After the standards and competencies were determined, instructional activities were organized. The goals and objectives for the program were set based on the standards (Bowers & Hatch, 2002; Hoffman & Field, 2005; and Fezler & Brown, 2011).

Experts' Validation of Self-Determination Intervention Program for Students Who are Underachieving. Three faculty members of a state university for education in the Philippines were requested to validate the program. All three are Ph.D. holders, two of them are registered guidance counselors. A letter of request was written and sent to the people, who validated the program before handing down the program to them. Before giving the program, one validator asked for the basis of the program being made. She asked for a copy containing the purpose and theory of the program. The grid containing the study attitude and method survey as well as the components of the self-determination model was reproduced and was given to all validators.

A scale was made before rating the program. Each validation scale was given to each of them, then after reading the program the researchers returned to collect the scales. One wrote "approved" on the comment section of the scale, but no rating was given. An interview between the researchers and the validators was conducted, while the program was being validated. She asked about the purpose of the program and the theory behind the program model. The activities that reflected the components mentioned in the model of self-determination were also discussed during the interview (cf Wehmeyer & Schwartz, 1997; Vansteenkiste, Williams & Resnicow, 2012; and interview with Respondent A, 3/6/2018).

After the researchers explained the components and the activities they comprise, questions about the objectives were asked. Some of the objectives were not outcomes-based. The validator highlighted the words

that were not considered as outcomes-based objectives. The words she highlighted for revision are enumerated as follows: "gain knowledge"; "be oriented"; "be aware"; and "become familiar". She suggested the use of outcomes-based keywords, such as "comprehend"; "analyze"; "synthesize"; and "evaluate". She added "manifest"; "explain"; "define"; and "apply" as an outcomes-based objectives (Kusek & Rist, 2004; Velentgas et al., 2017; and interview with Respondent A, 3/6/2018).

The program was given back to the validators for a second revision. The two validators approved the submitted program in the second revision. The scale given to them was not used, instead the program undergone face validity. The program was also given to the Directress, Guidance Counselor, Principal, and Assistant Principal of the school, where the researchers were working on additional inputs for the program. The revised program was also approved (cf Whitley, 1999; Rivera, 2007; interview with Respondent B, 6/6/2018; and interview with Respondent C, 10/6/2018).

Try-Out of the Self-Determination Intervention Program for High School Underachievers. The high school underachievers were gathered first in the guidance room in order to have a pre-orientation about the purpose of the program. They were oriented about the role of the program in enhancing their attitudes and academic achievement. Then, after the pre-orientation, their consent was asked by the researchers. All 31 students were to attend the intervention program during the third grading period.

The first activity was conducted. During the first activity a pre-test was given. Out of 15 items the students' average score was 11. After this, they were asked to write about their strengths and weaknesses. Some participants expressed having trouble writing about their strengths and weaknesses. One student could not finish all areas, where there are strengths and weaknesses that should have been mentioned. After putting their response on their papers, they were asked to share with their seatmate about the strengths and weaknesses.

One participant was not able to share his answers, because he had trouble fitting in with the group. Other group members said one of the boys in the group were making fun of their classmate's speaking manner; then, he became shy in sharing his answers with the group. The facilitators continued to encourage this boy to talk to his partners. The group was reminded that there should be no use of words to criticize or judge the person talking. They were asked to listen and support their partner while talking.

Some freshmen and sophomores were more nervous than juniors and seniors. They can speak better in front than students in the lower year. The facilitators encouraged students to face their classmate, while they are talking. The facilitators pointed out that the lesson of speaking in front in a right manner can show that a person is confident while talking. Due to time constraint, the students were not able to write what they learned instead they were instructed to share with their classmates what they have learned from the activities.

The next activity was conducted wherein they were asked to describe the best version of themselves. The facilitators for the activity were the first to share her answers, so that students are able to feel that facilitators are also co-learners during the different activities. The students were given the impression that the adults are also their partners towards self-determination. The orientation consumed 83 minutes.

The factor that contributed to the lapse of time during the activities was that students had difficulty answering the questions in the response sheets, because they found it hard to point out their own strengths and weaknesses. The next session was about rights and responsibilities. In this activity, students were able to point out that a person has rights but he or she should also show responsibility for himself or herself. Even, if the activity is in a form of situational analysis, the students were able to express what responsibilities each of the main characters in the story had. They agreed that these were somehow related to their own life, especially in studying. If they are having difficulties

in their studies, they have the right to find a tutor for example. The conclusion of the group was that they can find ways that will help them be responsible for their own selves.

During the next session, the facilitators discussed how one can gain support for Self-Determination from family and friends, and also supporting others to be self-determined. In the activity, where students answer how self-determination will affect their relationship their family, one student responded that nothing will change between their relationships with the family, because her parents were not around to notice her effort; others said that their family would be proud of them, because they are taking charge in order to improve their academic achievement. Others mentioned that their friends might get envious of their accomplishment. In order to get the support, one needed to take control of one's life, a student mentioned that she will be the one to ask for help from her parents.

After the questions were answered, students shared their insight about the activity. A student thought that nothing will change if they sought help or not. Majority felt that their parents, family, or friends will be more supportive of them, while some thought they will be seen as arrogant because they are trying to get their grades right.

In the next session, students enumerated the barriers they encountered in achieving their goal in the activity creative barrier breaking. The conclusion of the activity was: creativity is finding new ways to overcome problems in their academic endeavors. In the next activity, students were asked to view a film and solve a puzzle. Most of the students were more motivated in doing these activities more than other activities, wherein they would reflect and answer questions pertaining to areas of themselves.

During the concluding session, they expressed that overcoming obstacles can help them take charge of their own life. Learning communication styles were also taught, because these can help them be in control and get what they want that in a way that's beneficial to themselves and also to other people. The role play technique was utilized in this session. They enjoyed imitating the

Table 1:
Summary of T-Values in the Different Study Attitudes and Study Methods Dimensions

SAMS Dimensions	T-Scores	Alpha Level	Interpretation
Academic Interest-Love of Learning	3.17	.05	Significant
Academic Drive-Conformity	3.20	.05	Significant
Study Methods	5.60	.05	Significant
Study Anxiety	1.57	.05	Not Significant
Manipulation	1.77	.05	Not Significant
Alienation towards Authority	2.03	.05	Not Significant

gestures each communication style exhibits.

The final session was about someone's story that reflected the qualities of a self-determined person. A guest speaker was asked to share her life lessons that allowed her to achieve her goals even if there were obstacles that got in her way. The students were entertained about the storytelling and, at the same time, they were reminded of their own selves in situations when they encounter difficulties may it be in their academic studies or life in general. They learned that even if they encounter problems in their lives, they can still succeed if they want to and act rather than being passive in dealing with problems.

During the concluding session, a post-test was administered. Out of 15 items the average score of the students was 12.2. The students were also presented with certificates of completion as tokens for their participation in the program. After the program, an evaluation was made to determine if it's effective in enhancing attitudes and academic achievement (cf Kusek & Rist, 2004; Wehmeyer & Schwartz, 1997; Hussain, 2006; and Zeichner, 2008).

Determine the Effectiveness of the Self-Determination Intervention Program for the Enhancement of Attitudes and Academic Achievement of Underachieving Students. The post-test of SAMS (Study Attitude and Method Survey) was administered after the program. Their academic performance was also obtained through recording of their general average in the first and third grading period (cf McCoach & Siegle, 2003; Crede & Kuncel, 2008; and Cerna & Pavliushchenko, 2015).

In the dimension of Academic Interest-Love of Learning dimension, 100% of underachieving students scored above the midline (50%ile).

In Academic Drive, 48% of students scored above the midline. Considerable amount of underachieving students (68%) scored above midline in the Study Methods dimension. On the other hand, 61% and 52% of underachieving students scored below midline in the dimension of Study Anxiety and Manipulation respectively. Lastly, 65% of students scored above midline in Alienation towards Authority dimension.

The mean performance of underachieving students in the dimension of Academic Interest was 27.42. In the dimensions of Academic Drive and Study Methods, the mean scores in the aftermath of the program were 32.35 and 28.10 respectively. Furthermore, in the dimensions of Study Anxiety, Manipulation, and Alienation towards Authority had mean scores of 21.68, 15.90, and 15.74 consecutively. After the means scores were obtained, the t-test for dependent means was conducted to see if there were significant differences between pre-test and post-test in the SAMS dimensions. See table 1.

Based on table 1, the summary of T-Value in the different SAMS (Study Attitude and Method Survey) dimension was shown. The CV (Coefficient of Variation) of 2.042 was used with the level of significance at .05. The post-test result of the participants significantly increased in the dimension of Academic Interest-Love of Learning, Academic Drive-Conformity, and Study Methods. On the other hand, the result in Study Anxiety, Lack of Manipulation, and Alienation towards Authority post-test scores of students were not significant compared to the pre-test. The recorded computed t-test value is greater than the critical value in the areas of Academic Drive-Conformity and Study Methods, but not in the area of Study Anxiety and Lack of Manipulation

and Alienation towards Authority.

In terms of academic performance, the mean general average of underachieving students in the third grading period was 81.41. The result of t-test for the mean general average of students was calculated. The computed value was 3.44. The critical value of 2.042 was chosen with the level of significance at .05. The increase in the academic performance of underachieving students in third grading was significant compared to the first grading period.

The results of the test for significance between the pre-test post-test imply that the activities developed for enhancing attitudes pertaining to Academic Interest, Academic Drive, and Study Methods were effective in its purpose. Meanwhile, activities pertaining to Study Anxiety and Manipulation were not conducive in enhancing the attitudes of underachieving students pertaining to Study Anxiety and Manipulation. Overall, the activities were effective in enhancing the academic performance of students during the third grading period.

With these results, the self-determination intervention program enhanced underachievers' attitudes related to Academic Interest, Academic Drive, and Study Methods, but not to Study Anxiety and Manipulation. Their academic achievement in the third quarter was also enhanced compared to their first quarter performance (cf Michael, Michael & Zimmerman, 1988; Wehmeyer & Schwartz, 1997; Wehmeyer & Field, 2007; and Al-Zoubi & Younes, 2015).

CONCLUSION ¹

An intervention program was developed for underachieving students using a Self-Determination approach to determine its

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effectiveness in enhancing their attitudes and academic achievement. Self-Determination Model of A. Hoffman & S. Field (2006) was used as a guide for the program. The components were: Know Yourself and Your Environment; Value Yourself; Plan; Act; and Experience Outcomes and Learn.

The SAMS (Study Attitude and Methods Survey), created by W.B. Michael, W. Michael & M.A. Zimmerman (1988), assessed students' attitudes pertaining to Academic Interest-Love of Learning, Academic Drive-Conformity, Study Anxiety, Manipulation, and Alienation towards Authority and their Study Method. After the program, the scores of the participants significantly increased in the dimensions of Academic Interest-Love of Learning, Academic Drive-Conformity, and Study Methods using an alpha level of .05. However, there was no significant increase of scores in the dimensions of Study Anxiety, Lack of Manipulation, and Alienation towards Authority.

On the other hand, the increase in general average of students in the third quarter was significant at .05 alpha level. It was conclusive that the program was effective in enhancing underachievers' attitudes pertaining to Academic Interest, Academic Drive, and Study Methods, but not to Study Anxiety and Manipulation. The program also improved students' academic performance in the third grading period.²

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²**Statement:** This is to certify that the manuscript is an original work by us based on the research. We have duly acknowledged the work(s) of others we used in writing this article/manuscript. We have duly cited all such work(s) in the text as well in the list of the References, and that we have presented within quotes all the original sentences and phrases, etc. taken from the sources, which we have consulted in writing this article/manuscript. We, further, declare that the paper has not been previously published, it is not currently submitted for reviews to any other journal/magazine or periodicals, and it will not be submitted elsewhere.

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Students at One of High Schools in Manila, the Philippines
(Source: <https://cnnphilippines.com/news>, 28/10/2018)

The results of the test for significance between the pre-test post-test imply that the activities developed for enhancing attitudes pertaining to Academic Interest, Academic Drive, and Study Methods were effective in its purpose. Meanwhile, activities pertaining to Study Anxiety and Manipulation were not conducive in enhancing the attitudes of underachieving students pertaining to Study Anxiety and Manipulation. Overall, the activities were effective in enhancing the academic performance of students during the third grading period.