INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijmra/v7-i03-21, Impact Factor: 8.22

Page No. 1019-1032

Students' Motivation and Academic Engagement in Alternative Learning System

Florencio L. Idulsa Jr.[1], Rochelle A. Luzano[2]

[1,2]Department of Education, Cagayan de Oro City, Philippines, Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: Examining the factors that might have led students to continue the ALS program in spite of the difficulties they encountered is worth noting. This study sought to determine the level of motivation of ALS students in terms of intrinsic and extrinsic, the extent of academic engagement of ALS students in terms of timeliness of submission and quality of the output, and the significant relationship between the level of motivation and academic engagement. This was conducted among the one hundred fifteen (115) respondents from the ten (10) ALS Community Learning Centers (CLC) in West II District, Gingoog City, for the School Year 2022-2023. A researcher-made questionnaire, which was pilot-tested to establish internal consistency and reliability, was used. The study utilized statistical measures such as the mean, standard deviation, and Pearson Product Moment Correlation Coefficient (r) to determine the significant relationship between academic engagement and motivation level. Because it directly benefits them and they inspire others to be ambitious and competitive, the study discovered that the respondents had very high levels of both intrinsic and extrinsic motivation. The respondents' high levels of academic engagement were also shown by the results, indicating a significant correlation between academic engagement and motivation. It is concluded that the students have strong internal fulfillment and willingness to engage in learning activities driven by external goals. Continuous guidance and inspiration from the learning facilitator are recommended.

KEYWORDS: Academic Engagement, Motivation, Timeliness, Output

I. INTRODUCTION

Through the Alternative Learning System (ALS), a parallel learning system, the Philippines can offer a workable alternative to the current official education system. If someone is unable to receive formal education in a school setting, ALS is an option. The system only requires learners to attend learning sessions based on the agreed schedule between the learners and the learning facilitators.

The program has two different schematics for conducting instruction: school-based and community-based. Instructions in the school-based program are conducted on school campuses, while in the community-based program, formal instruction is conducted in community halls or private places. Aside from schematics, the program has two levels: elementary and secondary. Students have to start from the elementary level and then proceed to the high school level. If a student is a graduate of elementary under a formal classroom system, the student is automatically admitted to the secondary levels depending on which year level the student stopped schooling.

The program covers mostly dropouts in elementary and secondary schools, out-of-school youths, non-readers, working people and even senior citizens wanting to read and write. The 1987 Philippine Constitution recognizes and supports non-formal education in addition to formal education. Article XIV, Section 2, Paragraph 1 states that the State shall create, maintain, and assist a comprehensive, sufficient, and integrated education system suited to the demands of the people and society. Indigenous, non-formal, and informal learning systems; self-study; independent learning; and after-school study programs—especially those that cater to community needs—are all urged in paragraph four. Republic Act 9155, also known as the Governance Act for Basic Education, requires the establishment of an Alternative Learning System (ALS) to offer fundamental instruction to groups of kids, teenagers, and adults who are not enrolled in school.

Strong literacy abilities are essential in today's competitive environment for children, young people, and adults to obtain a respectable career, respectable income, and access to high-quality educational possibilities. Due to a lack of educational

opportunities, a large proportion of Filipinos in the Philippines are Out-of-School Children (OSC), Out-of-School Youth (OSYs), and Out-of-School Adults (OSAs), who are the group most affected by this threat. As revealed in the Country Profile for the EFA Global Monitoring Report 2018, Education for All 2018, sixteen million two hundred eighty-two thousand three hundred forty-three (16, 282, 343) out-of-school Filipino citizens, who comprised 20% of the 82 million total Philippine Population (2020) are Out-of-School youth. Executive Order No. 356, which is the representative of the Philippine Department of Education, thus signifies the implementation of the Alternative Learning System: "Renaming Non-formal Education to ALS According to the 2018 Philippine Plan of Action for Education for All (EFA), this program is deemed essential to Philippine education in order to give every person access to high-quality basic education, with a specific focus on lowering the illiteracy rate. Moreover, records show that the ALS program has been implemented in the entire country for almost 18 years now since it started in 1999. Many studies also revealed that there are many problems that both ALS students and mobile teachers encounter. Specifically, in the study of Mercado (2019), students suffered issues in instruction, assessment, and evaluation. He also discovered that facilities like classrooms and instructional materials like textbooks, manuals, etc., are lacking.

Several challenges can also be listed when students are asked based on the experiences of ALS teachers. Hence, it is noteworthy to explore what could have caused them to continue the program despite the challenges faced by students. It is in this context that this study will explore the motivation of ALS students. Nevertheless, a limited number of studies still investigated diverse motivational constructs concerning students' academic achievement (Kriegbaum et al., 2019).

In particular, the Gingoog City ALS program emphasizes that the current formal education curriculum, which integrates both informal and nonformal This parallel learning strategy can successfully replace existing knowledge and skill sources. Additionally, it implies that ALS provides a means for OSY and individuals to acquire not just fundamental life skills but also, and maybe more significantly, 21st-century skills that will enable them to deal with and readily adapt to changes in their surroundings. Thus, it is clear that ALS program participants already possess the minimal set of 21st-century competencies required for their career and personal development. However, along the way, challenges arise, and the motivation to continue and finish the program becomes vital.

It follows that the vanguard of educational innovations is student involvement with 21st-century skills. But not much has been done to evaluate this kind of involvement, particularly with non-formal students like ALS. Based on the recent situation of West 2, Community Learning Center (CLC), the majority of the ALS learners are experiencing different situations to acquire high learning performance. With the foregoing studies, this study sought to find out the ALS learners' motivation and academic engagement at West 2, CLC, Gingoog City.

The foundation of this research is the Self-Efficacy Theory of Motivation by Albert Bandura. According to him, self-efficacy is the conviction that one can manage one's actions and the circumstances that impact one's life. Self-efficacy is the cornerstone for motivation, wellbeing, and individual success. Motivation pushes someone to work toward a specific objective or result. Because a person's beliefs form the basis of their goals, Bandura's theory of self-efficacy and motivation are closely related concepts. As a result, self-efficacy explains a person's trajectory in various domains, including academics (Lopez-Garrido, 2023). Learning is significantly impacted by both intrinsic and extrinsic motivation. Experts contend that any innate motivation kids may have is undermined by the conventional emphasis on external rewards in education, such as grades, report cards, and gold stars. Certain scholars assert that extrinsic motivators boost pupils' self-motivation by elevating their perception of their own abilities within the classroom. According to some, extrinsic motivators boost students' intrinsic drive by making them feel more capable in the classroom. A person's interest often survives when a reward is used neither to bribe nor to control but to signal a job well done, as in a most improved player award. If a reward boosts a feeling of competence after doing good work, the enjoyment of the task may increase.

Accordingly, intrinsic versus extrinsic motivation is distinguished. Intrinsic motivation means that the person regards behavior as being performed for the sake of itself and that the behavior is in line with basic needs, while extrinsic motivation refers to behavior that is seen as externally controlled and tied to reaching some end. Rather than dichotomizing between intrinsic and extrinsic motivation, self-determination theory subdivides motivation into qualitatively different types of behavior regulation, which stand on a continuum from autonomous to controlled regulation of behavior. Schurmann et al. (2021) mentioned that external behavior regulation is at the controlled end of the continuum, where motivation comes from external pressures, while intrinsically motivated behavior is the prototype of self-regulated motivation. Contrarily, human conduct is driven by both intrinsic and external reward. By knowing more about how different types of motivation work and when they are likely to be useful, we can help people finish tasks—even when they do not want to—and improve their learning. In the context of this study, the behavior is the academic engagement of learners.

In addition to formal education, non-formal education is acknowledged and encouraged under the 1987 Philippine Constitution. As stated in paragraph 1 of Article XIV, Section 2, the establishment, upkeep, and provision of a comprehensive,

adequate, and integrated education system that meets the needs of the populace and society falls under the purview of the State. Just as paragraph 4 encourages independent study, self-study, non-formal, informal, and indigenous learning systems in addition to after-school study programs, especially those that address community needs. Republic Act 9155, often referred to as the Governance Act for Basic Education, demands the creation of the Alternative Learning System (ALS) in order to give its residents access to a basic education. Academic engagement refers to the effort the learner makes to promote their psychological commitment to stay engaged in the learning process to acquire knowledge and build their critical thinking (Dixson, 2018). There are different models to measure learner engagement in the learning contexts. Lauría et al. (2019) supported the fact that the number of submitted assignments, posts in forums, and completion of online quizzes can quantify learner's regularity.

Hence, this study explored students' academic engagement in terms of timeliness and quality of output submitted. Since the ALS program mode of learning includes giving modules and outputs to be done. Particularly with self-directed activities, students are expected to display their skills. They were resulting in quality output. Given that most of them are working or have other responsibilities to attend, their timeliness in submission could indicate their commitment to finishing the ALS program.

II. METHODOLOGY

The study utilized the descriptive-correlational method, which is appropriate for a quantitative research design that determines the extent of the motivation and engagement of ALS students. The research design provided an outline of actual thoughts, emotions, and actions within a certain category of individuals in the context of the newest study. It figures out the variables and the relationships that occur naturally between and among them. It is a non-experimental research approach, which implies that the researchers do not need to change the variables; rather, the researchers use the natural pattern of the variables to reach a conclusion (Rodrigo et al., 2021). The method involved description, recording, analysis, and interpretation of prevailing conditions. The investigation of the context of the study, motivation and academic engagement of Alternative Learning System students at West 2, CLC, Gingoog City, School Year 2022-2023 served as the focus of this study.

The respondents of this study were the ten (10) ALS community learning centers, namely: Lunao Central A has eleven (11) students, Lunao Purok 6 has thirteen (13) students, Lunao Purok 4 has twelve (12) students, Lunao Central Bay-bay has fifteen (15) students, Lunao Central highway has sixteen (16) students. Brgy Mindulian has twelve (12) students, Brgy. Tinulongan has eleven (11) students, Brgy. Murallon Tabon-tabon has six (6) students, Brgy. Bakid-bakid has 11 students, and Balay Pangandoy has seven (7) students. There were one hundred fifteen (115) students for the School Year 2022-2023. The researcher used the universal sampling method.

Descriptive statistics were employed by the researcher to ascertain students' motivation and level of academic involvement. The mean and standard deviation were applied to Problems 1 and 2. For Problem 3, the Pearson r Moment Correlation was employed. There is a strong correlation between the ALS students' academic engagement and motivation. at West 2, CLC, Gingoog City, was determined using this inferential statistical treatment.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of motivation of ALS students in terms of:

1.1 intrinsic; and

1.2 extrinsic?

Table 1.Intrinsic motivation of ALS students

Indicators	Mean	SD	Description	Interpretation
1. I am doing something because it is personally rewarding to me.	3.53	0.68	Strongly Agree	Very High Motivation
2. I am doing an activity for its inherent satisfaction rather than for some separable consequence.	3.21	0.66	Agree	High Motivation
3. I am highly motivated on engaging and completing a task	3.30	0.85	Agree	Very High Motivation
4. I act for the fun or challenge entailed rather than because of external products, pressures, or rewards.	3.17	0.67	Agree	High Motivation

5. I am doing something not because I want to earn a reward or avoid punishment.	3.12	0.80	Agree	High Motivation
6. I am engaging in the task or adhering to the activity for fun, enjoyment, and satisfaction.	3.13	0.84	Agree	High Motivation
7. I am motivated by my personal interests, satisfaction, and enjoyment.	3.36	0.76	Strongly Agree	Very High Motivation
8. I am setting goals and investigating my interests and curiosities.	3.29	0.71	Strongly Agree	Very High Motivation
9. I am completing tasks and achieving goals in a way that makes me feel fulfilled.	3.35	0.74	Strongly Agree	Very High Motivation
10. I am motivated to include things like recognition, challenging work, purposeful work, achievement, and opportunities for personal growth.	3.31	0.85	Strongly Agree	Very High Motivation
Overall	**3.28**	**0.76**	**Strongly Agree**	**Very High Motivation**

Note: 3.26-4.00 Very High Motivation, 2.51=3.25 High Motivation, 1.76-2.50 Low Motivation, 1.00-1.75 Very Low Motivation

Table 1 on the next page presents the level of motivation of ALS students on Intrinsic aspect. It has an overall Mean of 3.28 with SD= 0.76, which is described as Strongly Agree and interpreted as Very High Motivation. Moreover, the majority of the indicators were rated with a Very High Motivation. This implies that the ALS students have achieved the highest level of motivation in their intrinsic aspect. Intrinsic motivation is very important for a student or an individual as a whole. It gives the person the drive to continue reaching goals and aspirations despite circumstances or challenges being experienced. It helps the person find positive things rather than focusing on the negative ones.

In the same table, the highest rated indicator, *I am doing something because it is personally rewarding to me* with a Mean of 3.53 with SD=0.68, which is described as Strongly Agree and interpreted as Very High Motivation. This implies that the ALS students realized that in everything they do, there is a corresponding consequence. So, they decided to focus on preparing themselves for the future by studying to equip themselves with the necessary knowledge and skills that can be utilized in their future endeavor. Cherry (2023) claimed that in doing something, the person must consider their own happiness and satisfaction before thinking for others. This will give them the motivation and inspiration to continue what they are doing, and later on, it will also benefit the others. Doing things that are without hesitation and with no hidden agenda is more fulfilling, satisfying, and motivating.

Meanwhile, the lowest indicator is *I am doing something not because I want to earn a reward or avoid punishment* with a Mean of 3.12 with SD=0.80 described as Agree and interpreted as High Motivation. This implies that the ALS students need more motivation to do what they are doing, not just for the sake of reward or punishment. Students need to realize that no one will be the first one to benefit from what they are doing but themselves. Teachers and their parents can play a part in this situation by reminding them of why they need to study and its benefits in the future. According to Harmer (2017), a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better. People do certain activities because they give them pleasure and develop a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Table 2. Extrinsic motivation of ALS students

Indicators	Mean	SD	Description	Interpretation
1. I am gaining an external tangible reward.	3.03	0.66	Agree	High Motivation
2. I am participating in an activity based on meeting an external goal.	3.09	0.82	Agree	High Motivation
3. I get motivated by external factors	3.03	0.61	Agree	High Motivation
4. I need to feel competent on the scale of expenditure and performance.	3.03	0.75	Agree	High Motivation
5. I am doing an activity for instrumental reasons	2.96	0.74	Agree	High Motivation
6. I engage in an activity to gain a tangible or social	2.98	0.70	Agree	High Motivation

reward				
7. I am receiving external rewards or consequences that can often prompt individuals to exhibit certain advantageous behaviors.	2.97	0.74	Agree	High Motivation
8. I help others become driven and competitive	3.23	0.68	Agree	High Motivation
9. My motivation come from outside oneself	2.97	0.80	Agree	High Motivation
Overall	**3.03**	**0.72**	**Agree**	**High Motivation**

Note: 3.26-4.00 Very High Motivation, 2.51=3.25 High Motivation, 1.76-2.50 Low Motivation, 1.00-1.75 Very Low Motivation

Table 2 displays the extrinsic motivation of ALS students. It has an overall Mean of 3.03 with an SD = 0.72, which is described as Agree and interpreted as High Motivation. Additionally, all of the indicators are appraised as High Motivation. These results indicate a strong propensity among ALS students to be motivated by external rewards and goals. Apart from the fact that students with ALS are typically motivated by personal motives and objectives, extrinsic motivation is also crucial to uplift the students' spirits and maintain their concentration on their goals. Students complete the tasks given to them because they want to succeed and because they anticipate the positive results of their work. It's also possible that they are afraid of failing this time because they are enrolled in the ALS Program, and it is assumed that they have failed in formal schooling before. Benabou and Tirole (2019) believe that extrinsic motivation is a positive reinforcer of desired behavior that drives effort and performance. Compared to intrinsic motivation, extrinsic motivation usually yields faster outcomes and involves less work (Ryan & Deci, 2019).

Among the assessed items, the highest Mean of 3.23 with SD = 0.68, which is described as Agree and interpreted as High Motivation and was observed from the indicator, *I help others become driven and competitive*. This indicates that students are willing to engage in activities to support and motivate others, reflecting a cooperative and supportive learning environment. It is apparent that ALS students does not only focus on their personal achievement, but they are also taking responsibility of the success of their classmates. Because they face similar obstacles and problems while striving for academic success, it is evident that they have strong group ties. It is also evident that in the process of helping others to become driven and competitive, they are also helping themselves become what they want others to be. Borah (2021) stressed that a motivated activity is maintained, directed, and energized. The instillation and enhancement of learners' interest in the learning activities is the focus of motivation.

On the other hand, the indicator, *I am doing an activity for instrumental reasons,* got the lowest Mean of 2.96 with an SD = 0.74, which is described as Agree and interpreted as High Motivation. This indicates that the students are motivated to do the work given to them not just because they would benefit from it but also because they like completing it in the absence of external pressure. Though this indicator is the lowest among others, it cannot be denied that students are also motivated by external factors. This is clear evidence that students stay in the ALS program because of external rewards, but what keeps them going is their self-determination. The drawback of this is that pupils are frequently diverted from genuine independent learning by extrinsic motivators. The fact that extrinsic motivators usually don't last is another issue with them. Students become disinterested when the incentives are taken away (Adamma et al., 2018). Extrinsic motivational elements, according to Biehler and Snowman (2018), might reduce students' intrinsic motivation since extrinsically driven students typically concentrate on getting better marks and obtaining incentives.

Bain (2018) also noted this phenomenon and came to the conclusion that extrinsic rewards have a detrimental effect on intrinsic motivation. Over the past ten years, there has been a lot of interest in the disparities between genders' motivations for learning science (Eccles & Blumenfield, 2018). There is conflicting evidence about gender differences in motivation that has been gathered thus far. The students claimed that they completed the tasks because they enjoyed them and that the benefits they would receive from them were only extras.

Several other indicators also received the highest Mean, such as *I am gaining an external tangible reward* with an agreed upon mean of 3.03 and a standard deviation of 0.66, indicating High motivation. and *I am participating in an activity based on meeting an external goal* with a Mean of 3.09 with SD = .082, described as Agreed and interpreted as High Motivation, highlighting the influence of external factors on motivating ALS students. Harmer (2017) states that extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in a task. Many sources of extrinsic motivation are inaccessible to the influence of

the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer group influences.

Table 3

Type of Motivation	Mean	SD	Description	Interpretation
1. Intrinsic	3.28	0.76	Strongly Agree	Very High Motivation
2. Extrinsic	3.03	0.72	Agree	High Motivation
Overall	**3.16**	**0.74**	**Agree**	**High Motivation**

Note: 3.26-4.00 Very High Motivation, 2.51=3.25 High Motivation, 1.76-2.50 Low Motivation, 1.00-1.75 Very Low Motivation

Table 3 demonstrates the results of intrinsic and extrinsic motivation. It has an overall Mean of 3.16 with SD = 0.74 which is described as Agree and interpreted as High Motivation. This signifies that the respondents have a strong degree of motivation, which may enable them to persevere through whatever difficulties they may face while pursuing their education. Motivation has a major role in academic learning and accomplishment (Elliot & Dweck, 2019). Early academic motivation development and strengthening is important, and parents and educators should make an effort to convey this to their children, according to Khan et al. (2019), as motivation plays a role in academic performance.

Lauzon and Green-Demers (2002) stated that motivation is the process that starts, leads, and keeps actions going in order to meet psychological or physiological needs. Feldman (2018) defines motivation as variables that direct and energize the behavior of humans and other species. According to Sarin (2019), motivation can also be defined as the force that initiates, maintains, and guides an individual's course of action.

Intrinsic motivation got an overall Mean of 3.28 with SD = 0.76, which is described as Strongly Agree and interpreted as Very High Motivation. This denotes a strong self-determination among the students. They do not need others to push them to keep going to school because they have an innate desire and convection to pursue their goals. Students who are motivated to participate in academic activities by their own interest in learning and enjoyment of the learning process are said to possess intrinsic motivation (Schiefele, 2018).

Furthermore, intrinsic motivation refers to the genuine human nature that propels people to seek out and take on novel tasks. Their skills are challenged, and even in the absence of material gain, they have a strong desire to learn. According to Walker (2019), students who aspire to master science information and skills via understanding are considered genuinely motivated. The traits of intrinsically motivated people include: they participate in both physical and mental activities holistically; they maintain a laser-like focus on these pursuits with clear objectives; they are self-critical and honestly evaluate their own performance; and they are typically laid-back and unafraid of failure when learning (Nakamura, 2019). According to Stipek's (2018) research, pupils that are intrinsically motivated learn on their own and consistently opt for difficult assignments. They put forth the necessary effort to finish the duties they have started.

On the contrary, *extrinsic motivation*, which acquired the lowest Mean of 3.03 with SD=0.72, which is described as Agree and interpreted as High Motivation. This shows that student-respondents are more driven by internal factors than by external ones. Even while external variables still have an impact on their academic endeavors, self-determination has a greater effect on them.

Extrinsic motivation, in contrast to intrinsic motivation, encourages pupils to work on academic assignments for outside causes. Parental expectations, the expectations of other reliable role models, the possibility of winning a spot in a course later on, and good marks are examples of extrinsic motivators. Benabou and Tirole (2019) believe that extrinsic motivation is a positive reinforcer of desired behavior that drives effort and performance. When compared to intrinsic drive, extrinsic motivation usually yields quicker outcomes and involves less work (Ryan & Deci, 2019)

Problem 2. What is the extent of academic engagement of ALS students in terms of:

2.1 timeliness of submission; and

2.2 quality of the output?

Table 4. Academic engagement of ALS students in terms of timeliness and submission

Indicators	Mean	SD	Description	Interpretation
1. I am submitting assignments on time	3.32	0.82	Strongly Agree	Very High Engaged
2. I work and submit before the deadline.	3.33	0.67	Strongly Agree	Very High Engaged

3. I prioritize my tasks.	3.30	0.83	Strongly Agree	Very High Engaged
4. I turn in complete assignments on time.	3.28	0.79	Strongly Agree	Very High Engaged
5. I organize my output-on time.	3.25	0.75	Agree	Highly Engaged
6. I submit my work exactly at the specified time.	3.25	0.75	Agree	Highly Engaged
7. I develop an attitude of timeliness on passing output.	3.23	0.64	Agree	Highly Engaged
8. I attend classes regularly and they are on time.	3.39	0.75	Strongly Agree	Very High Engaged
9. I start doing my tasks early.	3.43	0.73	Strongly Agree	Very High Engaged
10. I schedule my tasks and set deadlines.	3.34	0.63	Strongly Agree	Very High Engaged
Overall	**3.31**	**0.74**	**Strongly Agree**	**Very High Engaged**

Note: 3.26-4.00 Very High Engaged, 2.51=3.25 High Engaged, 1.76-2.50 Low Engaged, 1.00-1.75 Very Low Engaged.

Table 4 shows the academic engagement of ALS students in terms of timeliness of submission with an overall Mean of 3.31 with SD = 0.74, which is described as Strongly Agree and interpreted as Very Highly Engaged. This indicates a strong commitment among ALS students to submit assignments and complete tasks punctually. This would also mean that students perform their tasks on time because they enjoy what they are doing and are determined to do it even with minimal supervision. Engagement is crucial to student learning and satisfaction in online courses. The definition of engagement has been extensively explored in distance and online learning literature for decades. Hence, it is essential to create multiple opportunities for student engagement in the online environment. The need for engagement has resulted in the development of guidelines for designing effective online courses (Ekhaml, 2019). Engagement strategies are aimed at providing positive learner experiences, including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments with hands-on components, and integrating case studies and reflections.

Moreover, the indicator, *I start doing my task early,* recorded the highest Mean of 3.43 with SD = 0.73, which is described as Strongly Agree and interpreted as Very Highly Engaged. This highlights the students' proactive approach to academic engagement and their dedication to beginning tasks well in advance, which emphasizes their will-power to pursue their goals in life. It has been discovered that actively learning students perform better academically and are less likely to drop out of school. It was shown that they have an innate desire to learn, attend lessons, and engage in study sessions (Bakker et al., 2018). Given the general belief that student engagement is flexible, it is vital to investigate the characteristics that predict school engagement as well as those that may be encouraged to have a beneficial impact. In light of the benefits of student involvement that have been reported, the current study intends to add to the expanding body of research by investigating the mechanisms that drive student engagement.

Meanwhile, the indicator, *I developed an attitude of timeliness on passing output,* got the lowest Mean of 3.23 with SD = 0.64, which is described as Agree and interpreted as Highly Engaged. This implies that there is still work to be done in developing students' attitudes on turning in their work. Even with a strong desire and dedication, attitude-building takes time. To become proficient, one must practice continuously and put forth steady effort. In order to do this, the combined efforts of the teachers and students are crucial. Lear, Ansorge, and Stackelberg (2019) say that interactions with content, peers, and teachers help students become active and more engaged in their courses. Interactivity and a sense of community result in high-quality instruction and more effective learning outcomes.

Numerous elements of the learning environment, including peers, Student participation in the classroom is influenced by particular learner traits, the teacher, and the instructional methodology. Many elements, such as those pertaining to cognition, metacognition, mood, social interaction, tasks, communication, and foreign languages, might have an impact on academic engagement. The elements influencing a person's academic engagement are not discrete; rather, they interact and overlap. Academic engagement occurs when students immerse themselves in the material, become emotionally and mentally engrossed in it, and frequently engage in peer interaction. It extends beyond superficial learning (Hattie, 2018), such as memorizing material and meeting prerequisites to pass a course. It engages pupils in critical thinking exercises such as comprehending and analyzing concepts, justifying actions, and inferring meaning. It entails social engagement in the form of sharing knowledge, experiences, opinions, and support with classmates and the teacher.

Furthermore, a few of these sectors heavily emphasize the interactions that students develop with one another. Good interpersonal connections increase people's motivation to study (Mercer & Dörnyei, 2020), which boosts confidence and long-term learning success. Students' interest in academic endeavors appears to be significantly influenced by their impressions of their teachers and the interactions they have with them. Students participate in real-world problem-solving processes through

problem-based learning, an instructional strategy that is especially well-suited for postsecondary education. It also helps students develop their collaboration and self-control. Building relationships intensively is a crucial part of our student-centered methodology (Amerstorfer, 2020).

The next page's Table 5 illustrates ALS students' academic participation in terms of the caliber of their work. It got an overall Mean of 3.20 with SD = 0.67, which is described as Agree and interpreted as Highly Engaged. This underscores the students' strong commitment to delivering output that meets high standards.

The indicator, *I make quality output for positive feedback,* got the highest Mean of 3.35 with SD = 0.69, which is described as Strongly Agree and interpreted as Very Highly Engaged. This highlights the students' dedication to producing work that receives positive recognition and feedback. Students who scored well on overall perceptions of social presence also scored highly on perceived learning and teacher satisfaction, according to Richardson and Swan (2018). They recommended that we pay close attention to the interactions that occur between teachers and students. For this reason, greater student learning and, eventually, retention depend heavily on active learning and student participation. Swan (2018) found that active conversation among course participants, teacher contact, and design clarity all had a substantial impact on students' reported learning and level of satisfaction.

Table 5. Academic engagement of ALS students in terms of the quality of the output

Indicators	Mean	SD	Description	Remarks
1. I make quality output for positive feedback.	3.35	0.69	Strongly Agree	Very High Engaged
2. I ensure the activity output with the standards.	3.17	0.62	Agree	Highly Engaged
3. I make sure that a high-class output is being produced.	3.17	0.69	Agree	Highly Engaged
4. I create and develop an output which is highly desired.	3.23	0.64	Agree	Highly Engaged
5. I pass output with quality standards.	3.11	0.73	Agree	Highly Engaged
6. I show the end product with outstanding remarks.	3.09	0.68	Agree	Highly Engaged
7. I produce high quality output of tasks.	3.13	0.72	Agree	Highly Engaged
8. I establish output with quality goals.	3.23	0.63	Agree	Highly Engaged
9. I ask for positive feedback on the output.	3.27	0.64	Strongly Agree	Very High Engaged
10. I ensure that the output looks at evidence-based quality.	3.24	0.66	Agree	Highly Engaged
Overall	**3.20**	**0.67**	**Agree**	**Highly Engaged**

Note: 3.60-4.00 Very High Engaged, 2.51=3.25 High Engaged, 1.76-2.50 Low Engaged, 1.00-1.75 Very Low Engaged.

The indicator, *I show the end product with outstanding remarks,* obtained the lowest Mean of 3.09 with SD = 0.68, which is described as Agree and interpreted as Highly Engaged. This demonstrates the students' commitment to producing outputs that align with quality standards and meet desired criteria. However, the end product does not always show outstanding remarks since the registered mean score got the lowest. This reveals that some of the outputs that were generated were not of the expected quality, possibly due to the fact that the individuals were pressed for time or had other responsibilities at home, such as taking care of their young children, or they were preoccupied with making ends meet.

Because metacognitive and task engagement greatly overlap when deciding how to approach and accomplish a task, the various components of academic engagement should not be considered as distinct from one another. Unlike other engagement models that have influenced the model, the elements of academic engagement in postsecondary education are closely related to and influenced by students' subject-matter knowledge, knowledge of cultural norms, skills (like strategic planning; writing an academic text); and abilities (like being able to empathize with others; linguistic abilities) (Zimmer, 2018).

Teachers generally want their students to participate fully in study activities because they have a positive effect on learning progress and achievement. (Mercer & Dörnyei, 2020). Teachers have the power to influence students' participation by fostering a supportive and inspiring learning environment. For example, Mercer and Dörnyei (2020) suggest the Socratic approach of teaching, which involves posing questions to encourage critical thinking and having students prepare questions for one another in order to produce learning outcomes that are both transferable and sustainable.

Additionally, a discovery strategy that fosters curiosity by allowing students to solve issues and find answers on their own for the sheer joy of learning more is another way to raise academic engagement (Mercer & Dörnyei, 2020). Through these kinds of exercises, students engage in deep, meaningful thought processes that generate knowledge through information analysis, comparison, reflection, and contrast as opposed to passively absorbing it from books or teachers.

Enhancing academic engagement can also be achieved through an appealing task design. If a task's design is visually beautiful and the students find the activity and its material engaging, then it is emotionally compelling (Mercer & Dörnyei, 2020). During the learning process, the latter should elicit good feelings in the pupils by being significant, valuable, and engaging. Furthermore, assignments must to have a distinct goal so that pupils may comprehend precisely what is anticipated of them (Mercer & Dörnyei, 2020Giving precise instructions is also crucial; this is a teaching act that requires careful planning and fluid speech and writing.

Table 6. Overall academic engagement of ALS students

Type of Academic Engagement	Mean	SD	Description	Interpretation
1. Timeliness of submission	3.31	0.74	Strongly Agree	Very Highly Engaged
2. Quality of Output	3.20	0.67	Agree	Highly Engaged
Overall	**3.26**	**0.71**	**Strongly Agree**	**Very High Motivation**

Note: 3.26-4.00 Very High Academic Engagement, 2.51=3.25 High Academic Engagement, 1.76-2.50 low Academic Engagement 1.00-1.75 Very Low Academic Engagement

Table 6 presents the overall academic engagement of ALS students with a Mean of 3.26 with SD =0.71, which is described as Strongly Agree and interpreted as Very High Motivation. This shows a robust dedication of the respondents towards their studies. This also implies that students are making every effort to turn in work that satisfies requirements on time.

In particular, *timeliness of submission* got the highest Mean of 3.31 with SD = 0.74, which is described as Strongly Agree and interpreted as Very Highly Engaged. This shows the respondents' diligence in submitting their work on time because they understood the importance of prompt submission.

On the other hand, *the quality of output* got the lowest Mean of 3.20 with SD = 0.67,which is described as Agree and interpreted as Highly Engaged. This represents that the students eagerness to provide a high-quality output, but they might not be able to do so due to other equally important tasks they have to do. The results of their work are also impacted by other factors, such as their poor understanding of how the duties should be completed, their lack of resources, and their insufficient support. Based on the questions on the National Survey of Student Involvement questionnaire, Hu and Kuh (2019) further explored the results of student engagement, including students' self-reported learning gains, enhanced social skills, and increased involvement in the learning process. Duderstadt (2019) posits that when students are required to collaborate more with their peers, they perceive a greater level of involvement and participation in the course.

Problem 3. Is there a significant relationship between the level of motivation and academic engagement between ALS students?

Table 7. Correlation between students' motivation and academic engagement

	Timeliness of Submission			Quality of Output		
	r	p-value	Decision	r	p-value	Decision
1. Intrinsic	.663**	.000	Reject Ho	.454**	.000	Reject Ho
2. Extrinsic	.616**	.000	Reject Ho	.468**	.000	Reject Ho

Note: *significant at 0.05 level **significant at 0.01 level

Table 7 presents the correlation test between students' motivation and academic engagement. The independent variable was the student motivation in terms of intrinsic and extrinsic motivation, while the dependent variable was the academic engagement in terms of the timeliness of submission and quality of output.

Intrinsic motivation, registered a computed r-value of 0.663 with p-value=0.000 for timeliness of submission and a computed r-value of 0.454 with p-value of 0.000 for quality of output. The computed p-values are lower than the critical p-value at a 0.05 level of significance. This implies that a significant relationship was registered between student motivation and academic engagement. The null hypothesis is thus disproved. The activities related to a student's participation in the classroom require intrinsic motivation. It will help them deal with their stress and upcoming difficulties. Students' motivation and academic engagement are related, according to Maranan (2018). Moreover, it also showed that students with high motivation will also have high academic engagement level resulting to obtaining high academic grades as well. Thus, teachers and school authorities may look into programs and activities that can enhance student level of motivation.

On the contrary, *extrinsic motivation,* registered a computed r-value of 0.616 with p-value=0.000 for timeliness of submission and a computed r-value of 0.468 with p-value of 0.000 for quality of output. The computed p-values are lower than the critical p-value at a 0.05 level of significance. This implies that a significant relationship was registered between student motivation and academic engagement. Thus, the null hypothesis is rejected. Extrinsic motivation can also become a great factor in the students' academic engagement. The system of reward and even punishment is something that can motivate the students, knowing that the outcomes of their actions and decisions are tangible. According to Datu (2017), students' high motivation cultivates a positive outlook in life and positive academic achievement and performance. Students must identify the things that motivate them so that they can make it as an anchor or the main reason why they are studying hard and wanting to reach and achieve their goals and aspirations in life.

Table 8. Overall correlation between students' motivation and academic engagement

	Academic Engagement		
	r	**p-value**	**Decision**
Motivation	.654**	.000	Reject Ho

Note: *significant at 0.05 level **significant at 0.01 level

The overall relationship between students' motivation and academic involvement is seen in Table 8. It was evident that academic engagement was positively correlated with motivation with an r = .654 and a p-value = .000. Since the p-value was lower than the level of significance set at 0.05, hence the null hypothesis was disproved. This indicates that there is a noteworthy connection between Motivation and Academic Engagement. Additionally, motivation, whether intrinsic or extrinsic, significantly affects the students' academic engagement.

Achievement motivation is not a single construct; rather, it is a collection of various constructions that include task values, objectives, ability self-concepts, and achievement motives. The few studies that have been done on a range of motivational constructs as predictors of school students' academic achievement above and beyond cognitive abilities and prior achievement indicate that most motivational constructs predicted academic achievement beyond intelligence and that achievement motives and goals are less effective in predicting students' achievement than ability self-concepts and task values.

Additionally, in educational fields other than medicine, motivation has been demonstrated to have a favorable impact on students' study habits, academic achievement, adaptability, and general well-being (Vansteenkiste et al. 2018). Examining motivation, especially in medical students, is crucial because medical education differs from general education in a number of ways, including the intense study load, the necessity of completing clinical work in addition to coursework, and the requirement to adhere to a very strict path in order to become a licensed physician.

A study of the literature revealed that the relationship between motivation and performance has not been well-established in medical education, with conflicting results from various studies (Kusurkar et al. 2019). The study's goal was to investigate the connections between medical students' academic achievement and their motivation, study approach, and effort. There are various theories of motivation; some emphasize motivation's quantity while others emphasize its quality. There are two possible levels of motivation: high and low. Whether an external or internal source of motivation is used determines this. The self-determination theory of motivation outlines a continuum for motivational quality and prioritizes motivational quality above motivational quantity (Ryan & Deci 2020).

IV. CONCLUSIONS

The following conclusions were made in light of the data already presented:

1. The students' motivation is Very High, especially on the indicator that the respondents are doing something because it is personally rewarding. This highlights the students' strong sense of personal fulfillment and reward from their academic endeavors. The students are highly committed to turning in assignments on time and completing projects to a high degree.
2. Academic engagement is a Very especially in terms of timeliness of submission on the indicator that the students started doing their task early points out the students' convection to finish their work on or before the specified time. It is apparent that the students are committed to doing their tasks early with the outputs that meet standards.
3. Students' motivation and academic engagement are significantly correlated.

V. RECOMMENDATIONS

The following is a list of recommendations based on the study's findings:

1. To keep their pupils engaged and motivated throughout each lesson, ALS specialists could establish a friendly, encouraging learning environment for them. They can also offer a range of engaging exercises.

2. Students' motivation and academic engagement can be improved by ALS teachers by consistently implementing efficient teaching practices that offer prompt, accurate, and critical feedback. In order to meet the needs and learning objectives of 21st-century students, it is also advised that teachers properly plan, choose, create, arrange, and employ pertinent teaching and learning materials. ALS teachers may have the chance to raise students' spirits by offering encouraging remarks and helpful critiques.

3. Teachers have a major impact on students' morale, which preserves their intrinsic desire while enhancing their extrinsic drive. With this, teachers may consistently use proactive teaching methods that help students reach their full potential and stay on course for their objectives.

REFERENCES

1) Abou-Khalil, V., Helou, S., Khalifé, E., Chen, M. A., Majumdar, R., & Ogata, H. (2021). Emergency online learning in low-resource settings: Effective student engagement strategies. *Education Sciences*, *11*(1), 24.
2) Adamma, Onyekwere Nonye, Ikoku, Alvan, Ekwutosim, Okoro Pauline, SJME (Supremum Journal of Mathematics Education) Vol.2, No.2, July 2018, pp. 52-59 ISSN: 2548-8163 (online)| ISSN: 2549-3639 (print) DOI: https://doi.org/10.5281/zenodo.1405857 ρ 52 Journal homepage: http://journal.unsika.ac.id/index.php/supremum Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics
3) Alimawi, M., & laili Muda, F. (2022). The Effects of Intrinsic and Extrinsic Rewards on Employees' Performance. *Jurnal Sains Insani*.
4) Akin-Little, A., & Little, S. G. (2019). Effect of extrinsic reinforcement on "intrinsic" motivation: Separating fact from fiction.
5) Beghetto, R. A. (2019). Toward a more complete picture of student learning: Assessing students' motivational beliefs. *Practical Assessment, Research, and Evaluation*, *9*(1).
6) Benabou, R., Falk, A., Henkel, L., & Tirole, J. (2020). Eliciting moral preferences: Theory and experiment. *Princeton University*.
7) Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education*, *151*, 103819.
8) Borah, M. (2021). Motivation in learning. *Journal of Critical Reviews*, *8*(2), 550-552.
9) Britton, L. N., Crye, A. A., & Haymes, L. K. (2021). Cultivating the ethical repertoires of behavior analysts: Prevention of common violations. *Behavior Analysis in Practice*, *14*(2), 534-548.
10) Butt, M., Khan, T. M., & Jabbar, M. N. (2022). Effectiveness of Achievement Motivation on Satisfaction and Academic Performance of University Students. *Competitive Social Science Research Journal*, *3*(2), 330-339.
11) Caskurlu, S., Maeda, Y., Richardson, J. C., & Lv, J. (2020). A meta-analysis addressing the relationship between teaching presence and students' satisfaction and learning. *Computers & Education*, *157*, 103966.
12) Cherry, K. (2023). Intrinsic Motivation: How Internal Rewards Drive Behavior. https://www.verywellmind.com/what-is-intrinsic-motivation-2795385
13) Datu JAD. Peace of Mind, Academic Motivation, and Academic Achievement in Filipino High School Students. *The Spanish Journal of Psychology*. 2017;20:E22. doi:10.1017/sjp.2017.19
14) David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2018). *Out-of-school children: Changing landscape of school attendance and barriers to completion* (No. 2018-25). PIDS Discussion Paper Series.
15) Day, E., & Dotterer, A. M. (2018). Parental involvement and adolescent academic outcomes: Exploring differences in beneficial strategies across racial/ethnic groups. *Journal of Youth and Adolescence*, *47*, 1332-1349.
16) Department of Education. ALS accreditation and equivalency test. *Department of Education, Republic of The Philippines*. Accessed 1 Apr 2020.
17) Education Review Office. Appendix 2: alternative education indicator framework New Zealand. New Zealand: Education Review Office ; 2016.
18) Finn, K. E., Faith, M. S., & Seo, Y. S. (2018). School engagement in relation to body mass index and school achievement in a high-school age sample. *Journal of obesity*, *2018*.

19) Gubler, T., Larkin, I., & Pierce, L. (2018). Doing well by making well: The impact of corporate wellness programs on employee productivity. *Management Science*, *64*(11), 4967-4987.
20) Gupta, M., & Bakker, A. B. (2020). Future time perspective and group performance among students: Role of student engagement and group cohesion. *Journal of Applied Research in Higher Education*, *12*(5), 1265-1280.
21) Hettinger, K., Lazarides, R., & Schiefele, U. (2023). Longitudinal relations between teacher self-efficacy and student motivation through matching characteristics of perceived teaching practice. *European Journal of Psychology of Education*, 1-27.
22) Hollands F, Bowden AB, Belfield C, Levin HM, Cheng H, Shand R, et al. Cost-effectiveness analysis in practice: interventions to improve high school completion. *Educ Eval Policy Anal. 2014;36(3):307–26.*
23) Jensen S, Hapal K, Modvig J. Violence in Bagong Silang. Copenhagen: Dignity; 2018. Balay Rehabilitation Centre. *About Balay.* https://balayph.net/about-us/who-we-are.
24) Johnson, S. R., & Stage, F. K. (2018). Academic engagement and student success: Do high-impact practices mean higher graduation rates?. *The Journal of Higher Education*, *89*(5), 753-781.
25) Kendall S, Kinder K, Halsey K, Fletcher-Morgan C, White R, Brown C. Issues of cost for alternative provision. In: An evaluation of alternative education initiatives*. Norwich: Queen's Printer; 2003. p. 154–70.*
26) Kessels, U., Heyder, A., Latsch, M., & Hannover, B. (2018). How gender differences in academic engagement relate to students' gender identity. In *Gender and Educational Achievement* (pp. 116-125). Routledge.
27) Khan, Farooq Nawaz, Begum, Mehnaz, Imad, Maryum Pakistan Journal of Distance & Online Learning Volume: V, Issue II, 2019, 223-234 Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level
28) Kienzl G., Kena G., National Center for Education Statistics W. D. C. Economic outcomes of high school completers and noncompleters 8 years later. *Issue Brief. NCES 2007–019. National Center for Education Statistics; 2016.*
29) Krug EG, et al. World report on violence and health: summary. Geneva*:* World Health Organization*;* 2018. McAra L, McVie S. Understanding youth violence*:* The mediating effects of gender, poverty and vulnerability*. J Crim Just. 2016;45:71–7, 2019.*
30) Kusumawati, M. D., Fauziddin, M., & Ananda, R. (2023). The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(1), 183-192.
31) Kyei-Blankson, L., Ntuli, E., & Donnelly, H. (2019). Establishing the importance of interaction and presence to student learning in online environments. *Journal of Interactive Learning Research*, *30*(4), 539-560.
32) Lauzon, André, Green-Demers, Isabelle Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, Vol 21(4), Apr 2020, 1225-1249 https://doi.org/10.1007/s10902-019-00125-7
33) Ligon C, Dura I, Yurtaslan A-SO, Gregersen J, Warburg AB, Christensen MM, et al. Social work models in addressing state and authority-based violence in Denmark and the Philippines*. Copenhagen: Dignity*; 2018.
34) Linke, Cam, Nadia M. Ady, Martha White, Thomas Degris, and Adam White. "Adapting behavior via intrinsic reward: A survey and empirical study." *Journal of artificial intelligence research* 69 (2020): 1287-1332.
35) Liu, W. C. (2021). Implicit theories of intelligence and achievement goals: a look at students' intrinsic motivation and achievement in mathematics. *Frontiers in Psychology*, *12*, 593715.
36) Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, *5*(4), 277.
37) Lopez-Garrido, G. (2023). Self-efficacy theory in psychology: Definitions & Examples.
38) Mahato, A. & Barman, P. (2019). Academic Achievement Motivation and Academic Performance of SC, ST Community Students in the District of Purulia. *American Journal of Educational Research*, *7*(11), 872-877.
39) Malek, S. L., Sarin, S., & Haon, C. (2020). Extrinsic rewards, intrinsic motivation, and new product development performance. *Journal of product innovation management*, *37*(6), 528-551.
40) Maranan, S. (2018). Intrinsic motivation, academic engagement and academic achievement of senior high school students in a government funded university in Luzon SY 2017-2018 https://archium.ateneo.edu/theses-dissertations/118/
41) Marc Adrian. Cost of private schools in the Philippines. Philippines*: imoney Learning Centre; 2019.* https://www.imoney.ph/articles/cost-private-school-philippines/. Accessed 19 April 2020.
42) Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online learning*, *22*(1), 205-222.

43) McConnell MM, Monteiro S, Bryson GL. Sample size calculations for educational interventions: principles and methods. *Can J Anesth. 2019;66(8):864–73*.
44) Meece, J. L. (2023). The role of motivation in self-regulated learning. In *Self-regulation of learning and performance* (pp. 25-44). Routledge.
45) Mok PLH, Antonsen S, Pedersen CB, Carr MJ, Kapur N, Nazroo J, et al. Family income inequalities and trajectories through childhood and self-harm and violence in young adults: a population-based, nested case-control study. *Lancet Public Health. 2018;3(10):e498–507.*
46) Morris, P. D., & Clark, L. M. (2018). Using NSSE data to analyze levels of engagement of distance learners. *Quarterly Review of Distance Education*, *19*(2), 1-53.
47) Nakamura, J., Dwight, C., & Shankland, S. (2019). The experience of intrinsic motivation. *The Oxford handbook of human motivation*, 169.
48) Onwuama, M. A. C., Ajibola, G. S., & Fasoranti, A. J. (2017). Motivation as a predictor of academic achievement and behaviour modifications among senior secondary school students in Lagos State.
49) Oi K. Does degree completion improve non-cognitive skills during early adulthood and adulthood? *J Adolesc. 2019;71:50–62.*
50) Organization for Economic Cooperation and Development. *Purchasing power parity (indicator) 2020*. https://www.oecd-ilibrary.org/finance-and-investment/purchasing-power-parities-ppp/indicator/english_1290ee5a-en. Accessed 28 Apr 2020.
51) Pol HVD. International standard classification of education ISCED. Montreal: UNESCO Institute for Statistics; 2011. Department of Education. The ALS K to 12 basic education curriculum. *Department of Education, Republic of The Philippines; 2017.* https://www.deped.gov.ph/about-als/. Accessed 6 Dec 2020
52) Perkmann, M., Salandra, R., Tartari, V., McKelvey, M., & Hughes, A. (2021). Academic engagement: A review of the literature 2011-2019. *Research policy*, *50*(1), 104114.
53) Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, *31*(4), 2371-2391.
54) Redmond, P., Abawi, L., Brown, A., Henderson, R., & Heffernan, A. (2018). An online engagement framework for higher education. *Online Learning Journal*, *22*(1), 183-204.
55) Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford publications.
56) Schürmann, L., Gaschler, R., & Quaiser-Pohl, C. (2021). Motivation theory in the school context: differences in preservice and practicing teachers' experience, opinion, and knowledge. *European Journal of Psychology of Education*, *36*, 739-757.
57) Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement–replicating and extending previous findings. *Frontiers in psychology*, *10*, 1730.
58) Torres-Escobar, G. A., & Botero, L. (2021). FACTORS ASSOCIATED WITH ACADEMIC ENGAGEMENT IN VIRTUAL UNIVERSITY STUDENTS: REVIEW OF THE MAIN THEORIES AND INSTRUMENTS. *PANORAMA*, *15*(28).
59) Unamba, E. C., & Njoku, C. (2023). Assessment of Intrinsic and Extrinsic Motivation level in Learning Mathematics using Manipulatives among Early Childhood Care Education Pre-Service Teachers. *International Journal of Research in Education and Sustainable Development*, *3*(12), 7-18.
60) UNICEF. National baseline study on violence against children: *Philippines UNICEF; 2016*. https://www.unicef.org/philippines/media/491/file. Accessed 21 July 2020.
61) USAID. Analysis of Indicators Used in USAID Education Projects in Crisis and Conflict Environments: *United States Agency International Development;* 2016. https://www.edu-links.org/sites/default/files/media/file/PMP-Indicator-Analysis-Final-June-2016.pdf. Accessed 28 Apr 2020.
62) Wang, W., Guo, L., He, L., & Wu, Y. J. (2019). Effects of social-interactive engagement on the dropout ratio in online learning: insights from MOOC. *Behaviour & Information Technology*, *38*(6), 621-636.
63) Wijsman, L. A., Saab, N., Schuitema, J., van Driel, J. H., & Westenberg, P. M. (2019). Promoting performance and motivation through a combination of intrinsic motivation stimulation and an extrinsic incentive. *Learning Environments Research*, *22*, 65-81.
64) World Bank. Consumer price index: *The World Bank Group; 2019.* https://data.worldbank.org/indicator/FP.CPI.TOTL. Accessed 22 Apr 2020
65) World Health Organization. Violence prevention: the evidence*: overview.*

https://apps.who.int/iris/bitstream/handle/10665/77936/9789241500845_eng.pdf?sequence=1&isAllowed=y. Accessed 20 Feb 2020. World Bank Group. A second chance to develop the human capital of out-of-school youth and adults: the Philippines alternative learning system [Education Policy Note]; 2018*, updated second-chance-to-develop-the-human-capital-of-out-of-school-youth-and-adults-the-Philippines-alternative-learning-system.pdf.* Accessed 9 Feb 2020.