



## Motivation And Engagement Towards Face-To-Face Classes Of Indigenous Students Of Aglalana Integrated School

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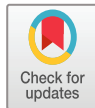
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### ABSTRACT

This study was conducted to determine the level of motivation and engagement among indigenous students towards face-to-face learning at Aglalana Integrated School, Dumarao Capiz, S.Y. 2022-2023. The specific objectives were: 1.) What is the level of motivation of indigenous students as a whole and when grouped according to socio-demographic factors such as age, sex, ethnic classification, family monthly income, parents' occupation, and educational attainment? 2.) What is the level of engagement as a whole and when grouped according to socio-demographic profile? 3.) Are there significant differences in the level of motivation as a whole and when grouped according to socio-demographic profile? 4.) Are there significant differences in the level of engagement as a whole and when grouped according to socio-demographic profile? 5.) Are there significant relationships between the level of motivation and engagement? Respondents of the study were 47 indigenous students of Aglalana Integrated School who were 13-17 years old, males, with parents who were college level with a family monthly income of below 5,000.00. A descriptive research design was used, and an adapted questionnaire was utilized to gather data. Data were analyzed using descriptive statistics, mean and standard deviations while inferential statistics, Analysis of Variance (ANOVA), Least Significant Difference (LSD), and Pearson Product Correlation Coefficient were used to analyze the inferential data and relationships among variables. Results showed that respondents had "high" motivation and engagement toward the face-to-face classes. It was also found there were significant differences in the levels of intrinsic and extrinsic motivation as to grade level and sex, but significant differences in the levels of intrinsic motivation existed between fathers' educational attainment, while the rest of the variables revealed no difference at all. There were significant differences in the level of engagement in terms of liking for learning, liking for school, effort and persistence, cognitive learning, and overall levels of engagement as to grade level and age. Coherently, a significant difference in the level of engagement in terms of cognitive learning as to fathers' educational attainment while the rest of the variables revealed

no difference at all. Further, there were significant relationships between the levels of intrinsic motivation, extrinsic motivation, and level of engagement toward - face-to-face learning.

**Keywords:** Cochran's formula, Liking for learning, Liking for school, Effort and persistence, Extra-curricular, Cognitive learning.

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## INTRODUCTION

### **Background of the Study**

Participation of pupils in class, educational goals, enjoyment of school, academic learning, and academic accomplishment are all heavily influenced by motivation and engagement. Motivation is an individual's propensity, energy, direction, and drive toward learning and achievement. Engagement includes the ideas, actions, and emotions that reflect this tendency, energy, and desire. Several theories articulated the basic elements of students' motivation and engagement that defined how and why motivation and engagement are crucial for educational outcomes as well as how and why motivation and engagement are essential strategies to achieve academic success. Martin (2006) and McInerney (2000) discovered that Indigenous and non-Indigenous students were broadly similar in positive motivation and engagement factors (e.g., mastery orientation, valuing of school, handling tasks, planning, and persistence) in their study on the role of motivation and engagement among Indigenous students' academic outcomes such as the context of individual, and socio-demographics. However, they did score far less on negative dimensions of motivation and engagement (such as failure avoidance, anxiety, uncertain control, self-handicapping, and disengagement). success

Furthermore, this study is consistent with the following reviews: According to Irvin et al. (2007), academic motivation and engagement are crucial for students' increased achievement, advancement, and academic success. Froiland and Oros (2014) hypothesized that both intrinsic and extrinsic motivation of students can favorably influence their academic success in instructional learning environments. In a similar vein, Martin (2013) asserted that highly motivated students have a sense of fulfillment in classroom settings, which drives them to pursue successive stages of learning with passion. As a result, the desired learning out

comes are obtained (Mohtar & Md Yunus, 2022). Aglalana Integrated School is the adopted school of Capiz State University Dumarao Satellite College and a university extension service partner. The school has a large number of indigenous kids who are Aetas and Panay Bukidnon. The researcher was curious and interested in what pushes (motivates) them to go to school every day and complete basic education, as well as how they were involved (engaged) after the epidemic, now that the school has opted to return to face-to-face instruction. As a result, the investigation was carried out.

### **Statement of the Problem**

This study aimed to determine the motivation and engagement among indigenous students of Aglalana Integrated School. This study was conducted to address the following questions:

1. What is the socio-demographic profile of the respondents?
2. What is the respondents' motivation level towards face-to-face classes?
3. What is the respondents' engagement level towards face-to-face classes?
4. What are the respondents' levels of motivation and engagement toward the face-to-face classes as a whole and when grouped according to socio-demographic profile?
5. Are there significant differences in the respondents' motivation level towards face-to-face classes when grouped according to socio-demographic profile?
6. Are there significant differences in the respondents' engagement level towards face-to-face classes when grouped according to socio-demographic profile?
7. Is there a significant relationship between the respondents' level of motivation and level of engagement towards face-to-face classes?

**Hypotheses**

The following hypotheses were tested:

1. There are no significant differences in the level of engagement of the respondents when grouped according to their socio-demographic profile.
2. There are no significant differences in the level of motivation of the respondents when grouped according to their socio-demographic profile.
3. There is no significant relationship between the respondents' level of motivation and level of engagement.

**Theoretical Framework**

Martin (2006) and McInerney (2000) stressed the importance of experimentally investigating multi-dimensional motivation and engagement among Indigenous students, as well as the significance of motivation and engagement in Indigenous students' academic performance, including in the context of individual and socio-demographic factors. They did, however, score much higher on negative characteristics of motivation and engagement (for example, failure avoidance, anxiety, uncertain control, self-handicapping, and disengagement). Martin et al. (2013) concluded that there appeared to be a motivational readiness among Indigenous students to engage with school. Still, in the presence of maladaptive motivation and engagement (comprising negative motivational constructs such as educational

psychology anxiety, failure avoidance, self-handicapping, and so on), as well as well-documented systemic and institutional barriers (Moodie et al., 2019; Ranzijn et al., 2009), this readiness may be hampered - potentially. It was also that almost all 'negative' effects for Indigenous students decreased after socioeconomic indicators were included, implying that at least part of their problematic motivation was a function of their lower socioeconomic status (SES; indeed, also a function of a history of exclusion, segregation, and forced disconnection from culture; Bishop & Durksen, 2020; Ranzijn et al., 2009).

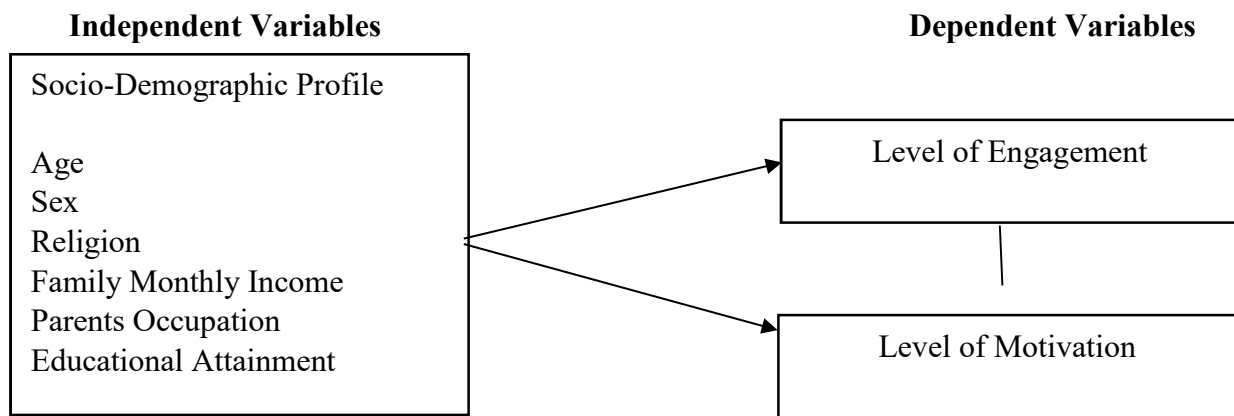
**Significance of the Study**

This research will help the following people:  
**Students.** The findings of the study will help students determine their motivation and involvement in school, as well as how this influences their performance.  
**Teachers.** The results of the study will help teachers develop strategies to excite and engage their indigenous pupils in learning and develop their teaching abilities.  
**Administration of a school.** The findings of the study will help the administration consider options for altering the teachers' instructional practices.  
**Future researchers.** The findings of this investigation will help them conduct further research.

**Scope and Limitations of the Study**

This study is limited to the level of motivation

**Conceptual Framework**



**Figure 1.**  
A conceptual framework showing the association between the independent variables and dependent variables.

and engagement towards face-to-face classes of indigenous students of Aglalana Integrated School, the school year 2022-2023.

### **Definition of Terms**

For a clearer understanding of the study, the following terms were conceptually and operationally defined. Motivation is an internal process and a condition inside us that desires a change, either in the self or the environment (Biclar et al., 2023). When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (<https://positivepsychology.com>) (Afzal & Crawford, 2022). In this study, it refers to the reasons why respondents are motivated to learn in face-to-face classes. Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (Ferrer et al., 2022). (<https://xello.world>blog.com>). In this study, it refers to interest, optimism, and passion to participate in face-to-face classes. Indigenous students are individuals who self-identify as members of an Indigenous people and are of school age ([lawinsider.com/dictionary/](http://lawinsider.com/dictionary/)) (Bowden, 2022). In this study, these are high school students belonging to the Aeta and Panay Bukidnon ethnic tribes who served as respondents of the study. Face-to-face learning is a mode of learning where the teacher and the student meet in a predetermined location at a predetermined time for either one-on-one instruction or, more frequently, for group class lessons resembling those that take place in a classroom. (<https://headspace.org.au/>) (Zapata-Cuervo et al., 2023). This term in this study refers to instruction that takes place in a physical classroom setting between teachers and pupils.

## **METHODOLOGY**

### **Research Design**

Descriptive research was used in this study particularly associational research.

### **Locale of the Study**

The study was conducted at Aglalana Integrated School, Aglalana, Dumarao, Capiz, School Year 2022-2023.

### **Respondents of the Study**

The respondents of the study were the 44 Indigenous students belonging to Aeta and Panay Bukidnon ethnic groups of Aglalana Integrated School, Dumarao, Capiz who are enrolled in the school year 2022-2023.

### **Sampling Procedure**

Stratified random sampling was employed in selecting the respondents of the study. The respondents will be proportionally selected per year level both in the Junior and Senior High schools.

### **Research Instrument**

An adapted questionnaire was used as an instrument in gathering the data. Part I I described the socio-demographic profile of the respondents; part II gathered information about their motivation; part III gathered about their engagement towards face-to-face classes.

### **Data Gathering Procedure**

An adapted questionnaire composed of three parts was used in gathering data. A letter requesting the principal to allow the researchers to conduct the study was prepared. After the approval, a questionnaire was administered to respondents of the study. This was translated into Hiligaynon to facilitate a better understanding of the respondents. The data collected will then be encoded in Microsoft Excel and processed in the SPSS software for analysis.

### **Data Analysis Procedure**

The data were analyzed using descriptive statistics such as frequency counts, percentage, and mean while inferential such as Analysis of Variance (ANOVA) was used in determining the associations between the socio-demographic profile, and the level of motivation and engagement.

## **RESULTS AND DISCUSSIONS**

Table 1.0 shows the respondents' levels of motivation (intrinsic and extrinsic) when taken as a whole and grouped according to socio-demographic profile. Data revealed that when taken as a whole, respondents' level of intrinsic motivation had a mean of 3.83 and their level of extrinsic motivation had a mean of 3.92, respectively, interpreted as "Highly motivated", and when they

have classified according to the following socio-demographic profile the results were as follows: As to their grade level, Grade 7 got the highest mean of 4.29, interpreted as "Extremely motivated", followed by Grade 8 with a mean of 3.64, Grade 10 with a mean of 3.55, and Grade 12 with a mean of 4.18, respectively, interpreted as "Highly motivated" while Grade 9 had a mean of 3.14, interpreted as "Moderately motivated".

Respondents who were 13 years old had the highest mean of 4.25, which is interpreted as "Extremely motivated", while those who were 14 years old had a mean of 3.82, 15 years old had 3.29, 16 years old had 3.20, and those who were 17 years old had a mean of 4.13, respectively, interpreted as "Highly motivated". Most of the respondents were female, with a mean of 3.89, while the males had a mean of 3.76, interpreted as "Highly motivated".

The majority of respondents were Aetas, with a mean of 4.00, and Panay Bukidnon, with a mean of 3.77, respectively, interpreted as "Highly motivated." Most of the respondents' mothers were housewives, with a mean of 3.83, and housemaids, with a mean of 3.82. On the other hand, most of their fathers were farmers, with a mean of 3.89, followed by craftsmen, with a mean of 3.82, and laborers, with a mean of 3.73, interpreted as "Highly motivated".

As to the respondent's mother's educational attainment, most of their mothers were college graduates with a mean of 4.10, followed by elementary level with a mean of 4.04, high school graduates with a mean of 3.97, elementary graduates with a mean of 3.80, the high school level with a mean of 3.59, and college level, respectively with a mean of 3.20 interpreted as "Highly motivated".

As for the father's educational attainment, respondents whose fathers were college-level had a mean of 4.40, and those who had no formal education had a mean of 4.31, interpreted as "Extremely motivated. Those fathers who were elementary level had a mean of 4.04, and those who were high school graduates had a mean of 3.76. Those fathers who were high school level had a mean of 3.72, and those who were el-

ementary graduates had a mean of 3.56, respectively, interpreted as "Highly motivated". Respondents with monthly family income ranging from Php 5,000 to Php 10,000 had a mean of 4.02, and those below Php 5,000 had a mean of 3.81, respectively, interpreted as "Highly motivated". Furthermore, Table 1.0 shows the level of motivation (extrinsic) of the respondents when taken as a whole and grouped according to socio-demographic profile. Data showed that Grade 7 had the highest level of extrinsic motivation towards face-to-face learning with a mean of 4.65, followed by Grade 12 with a mean of 4.23, interpreted as "Extremely motivated", Grade 8 had a mean of 3.67, Grade 10 had a mean of 3.57, interpreted as "Highly motivated", and Grade 9 had a mean of 3.14, interpreted as "Moderately motivated".

Respondents who were 13 years old had the highest mean of 4.65, interpreted as "Extremely motivated, and those who were 17 years old had a mean of 4.17, 14 years old had 3.87, interpreted as "Highly motivated, and those who were 15 years old had a mean of 3.38 and, those who 16 years old had a mean of 3.16, interpreted as "Moderately motivated". When grouped according to sex, female respondents had a mean of 3.97 while males had a 3.86, interpreted as "Highly motivated". As for the ethnic classification, respondents who were Aetas had a mean of 3.99 and the Panay Bukidnon had a mean of 3.89, interpreted as "Highly motivated".

As to the respondent's mother's occupations, the majority of their mothers were housewives with a mean of 3.92, followed by housemaids with a mean of 3.89, interpreted as "Highly motivated". While most of their fathers were makers or craftsmen of native products with a mean of 4.02, followed by farmers with a mean of 3.94, and laborers with a mean of 3.87, respectively, interpreted as "Highly motivated".

Most of the respondents' mothers were college graduates with a mean of 4.55, interpreted as "Extremely motivated", high school graduates with a mean of 4.14, had mothers who were elementary level with a mean of 4.09, had mothers who were elementary graduates with a mean

of 3.82, had mothers who were high school level with a mean of 3.76 and had mothers who were college level with a mean of 3.45, respectively categorized as "Highly motivated". As for the respondents' fathers' educational attainment, the majority of their fathers were college level with a mean of 4.45, interpreted as "Extremely motivated. This was followed by those who had no formal education with a mean of 4.24, elementa-

ry level with a mean of 4.18, high school graduates with a mean of 3.85, elementary graduates with a mean of 3.72, and high school level with a mean of 3.69, categorized as "Highly motivated". The majority of the respondent's family monthly income ranged from Php 5,000-10,000 with a mean of 4.06, interpreted as "Extremely motivated," and the Php below 5,000 with a mean of 3.91, categorized as "Highly motivated."

Socio-Demographic Profile	Intrinsic Motivation		Extrinsic Motivation	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Entire Group	3.83	Highly Motivated	3.92	Highly Motivated
Grade Level				
7.00	4.29	Extremely Motivated	4.65	Extremely Motivated
8.00	3.64	Highly Motivated	3.67	Highly Motivated
9.00	3.14	Moderately Motivated	3.14	Moderate/Fair Motivated
10.00	3.55	Highly Motivated	3.57	Highly Motivated
12.00	4.18	Highly Motivated	4.23	Extremely Motivated
Age				
13 y/o	4.25	Extremely Motivated	4.65	Extremely motivated
14 y/o	3.82	Highly motivated	3.87	Highly motivated
15 y/o	3.29	Moderately Motivated	3.38	Moderate/Fair Motivated
16 y/o	3.20	Moderately Motivated	3.16	Moderate/Fair Motivated
17 y/o	4.13	Highly Motivated	4.17	Highly Motivated
Sex				
Male	3.76	Highly Motivated	3.86	Highly Motivated
Female	3.89	Highly Motivated	3.97	Highly Motivated
Ethnic Classification				
Aeta	4.00	Extremely Motivated	3.99	Highly Motivated
Panay Bukidnon	3.77	Highly Motivated	3.89	Highly Motivated
Mothers Occupation				
Housewife	3.83	Highly Motivated	3.92	Highly Motivated
Housemaid	3.82	Highly Motivated	3.89	Highly Motivated
Fathers Occupation				
Farmer	3.89	Highly Motivated	3.94	Highly Motivated
Laborer	3.73	Highly Motivated	3.87	Highly Motivated
Crafting Native Products	3.82	Highly Motivated	4.02	Highly Motivated
Mothers Educational Attainment				
Elementary Level	4.04	Highly Motivated	4.09	Highly Motivated

Table 1. Continue...

Elementary Graduate	3.80	Highly Motivated	3.82	Highly Motivated
High School Level	3.59	Highly Motivated	3.76	Highly Motivated
High School Graduate	3.97	Highly Motivated	4.14	Highly Motivated
College Level	3.20	Highly Motivated	3.45	Highly Motivated
College Graduate	4.10	Highly Motivated	4.55	Extremely Motivated
Fathers Educational Attainment				
No Formal Education	4.31	Extremely Motivated	4.24	Extremely Motivated
Elementary Level	4.04	Highly Motivated	4.18	Highly Motivated
Elementary Graduate	3.56	Highly Motivated	3.72	Highly Motivated
High School Level	3.72	Highly Motivated	3.69	Highly Motivated
High School Graduate	3.76	Highly Motivated	3.85	Highly Motivated
College Level	4.40	Extremely Motivated	4.45	Extremely Motivated
Family Monthly Income				
Below Php. 5,000.00	3.81	Highly Motivated	3.91	Highly Motivated
Php 5,000-10,000.00	4.02	Highly Motivated	4.067	Extremely Motivated

**Table 1**

**Mean Level of motivation of the respondents towards face-to-face learning when taken as a whole and grouped according to socio-demographic profile**

Table 2.0 presents the level of engagement towards face-to-face learning of the respondents as a whole and when grouped according to socio-demographic profile. The overall level of engagement of the respondents had a mean of 3.8421, interpreted as "Highly motivated", and when the level of engagement was classified into five areas or aspects such as: liking for learning had a mean of 3.8085; liking for school had a mean of 3.9947; effort and persistence had a mean of 3.8979; extra-curricular had a mean of 3.5960; and cognitive had a mean of 3.9149, respectively, interpreted as "Highly engaged". Table 2 further shows the data when respondents were grouped according to socio-demographic profile and when classified as to the area of engagement, the Liking for Learning. Data presented that as to the level of engagement, Liking for Learn-

ing area or aspect, the respondents had an entire mean of 3.8085, interpreted as "Highly motivated". The majority of the respondents were in Grade 7 with a mean of 4.400, followed by Grade 12 with a mean of 4.0667, interpreted as "Extremely engaged" while Grade 8 had a mean of 3.6167, Grade 10 with a mean of 3.6000, and Grade 9 with a mean of 3.1250, categorized as "Highly engaged". Most of the respondents were 13 years old with a mean of 4.4000, interpreted as "Extremely engaged" while those who were 17 years old had a mean of 4.0118, 14 years old had a mean of 3.7818, 15 years old had a mean of 3.3143, and 16 years old had a mean of 3.2667, interpreted as "Highly engaged". Females had a mean of 3.9417, while males had a mean of 3.6696, categorized as "Highly engaged". For the ethnic classification, most of them were

from the Aeta ethnic group with a mean of 4.0000, and from Panay Bukidnon with a mean of 3.7429, interpreted as "Highly engaged". Most of the respondents' mothers were housewives, with a mean of 3.8286, followed by housemaids, with a mean of 3.6400, interpreted as "Highly engaged". While their fathers were farmers with a mean of 3.8714, followed by laborers with a mean of 3.7176, and craftsmen with a mean of 3.7000, interpreted as "Highly engaged."

The majority of their mothers reached the elementary level with a mean of 4.0167, interpreted as "Extremely engaged" while those mothers who were high school graduates and college graduates had a mean of 4.0000; those who were elementary graduates had a mean of 3.7889; those who reached the high school level had a mean of 3.5200; and those who reached the college level had a mean of 3.4000, respectively, interpreted as "Highly engaged".

As to their fathers' educational attainment, most of them had fathers who reached the elementary level with a mean of 4.1077, interpreted as "Extremely engaged" while those who had no formal education had a mean of 4.1000, those who reached the college level had a mean of 4.0000, those who were high school graduates had a mean of 3.6286, and those who were high school level had a mean of 3.5800, interpreted as "Highly engaged". The majority of the respondents had a monthly income ranging below Php 5,000 with a mean of 3.8091, followed by Php 5,000-10,000 with a mean of 3.8000, interpreted as "Highly engaged". The majority of the respondents were in Grade 7 with a mean of 4.5938, Grade 12 with a mean of 4.2667, categorized as "Extremely engaged",

Grade 10 with a mean of 4.0000, Grade 8 with a mean of 3.8500, and Grade 9 with a mean of 3.1563, interpreted as "Highly engaged". Most of the respondents were 13 years old with a mean of 4.5000, 17 years old with a mean of 4.2794, interpreted as "Extremely engaged", while those who were 14 years old had a mean of 4.0227, 15 years old had a mean of 3.3929, and those who were 16 years old had a mean of 3.3333, interpreted as "Highly engaged". Female respondents had the highest mean of 4.1146,

interpreted as "Extremely engaged," while the males had a mean of 3.8696, interpreted as "Highly engaged." Those who came from the Aeta ethnic group had a mean of 4.0208, and those who came from Panay Bukidnon had a mean of 3.9857, interpreted as "Highly engaged".

The majority of the respondents' mothers were housemaids, with a mean of 4.2500 interpreted as "Extremely engaged," followed by housewives, with a mean of 3.9643 interpreted as "Highly engaged." The majority of the respondents were in Grade 7 with a mean of 4.5938, Grade 12 with a mean of 4.2667, categorized as "Extremely engaged", Grade 10 with a mean of 4.0000, Grade 8 with a mean of 3.8500, and Grade 9 with a mean of 3.1563, interpreted as "Highly engaged". Most of the respondents were 13 years old with a mean of 4.5000, 17 years old with a mean of 4.2794, interpreted as "Extremely engaged", while those who were 14 years old had a mean of 4.0227, 15 years old had a mean of 3.3929, and those who were 16 years old had a mean of 3.3333, interpreted as "Highly engaged".

As to their father's occupation, most of them were crafting native products, with a mean of 4.0268, interpreted as "Extremely engaged", and laborers with a mean of 3.8971, interpreted as "Highly engaged". Respondents' mothers whose educational attainment was college graduate had the highest mean of 5.0000, those who were high school graduates had a mean of 4.2500, and those who reached elementary level had a mean of 4.1250, interpreted as "Extremely engaged" while those who were elementary graduates had a mean of 3.9583, high school level had a mean of 3.7500, and those mothers who were college level had a mean of 3.2500, interpreted as "Highly engaged".

On the other hand, respondents who had fathers who reached college had the highest mean of 4.7500, the elementary level had a mean of 4.2885, and those fathers who had no formal education had a mean of 4.0625, and those who were high school graduates had a mean of 4.0500, interpreted as "Extremely engaged," while those who had fathers who were elementary graduates had a mean of 3.7857, and high school level had a mean of 3.7750, interpreted as highly engaged.



For their family monthly income, most of them had an income of Php 5,000–10,000 with a mean of 4.1667, categorized as “Extremely engaged”, and those who had an income below Php. 5,000–10,000 with a mean of 3.9830, interpreted as “Highly engaged. Table 2 further revealed the data of the entire group as the level of engagement, Effort and persistence area or aspect, with a mean of 3.8979, interpreted as “Highly engaged”. Grade 12 had the highest mean of 4.1733, Grade 7 had a mean of 4.1500, interpreted as “Extremely engaged” while Grade 10 had a mean of 4.0000, Grade 8 had a mean of 3.8500, and Grade 9 had a mean of 1563, respectively, interpreted as “Highly engaged”.

Those who were 17 years old had the highest mean of 4.1412, and 13 years old had a mean of 4.1000, interpreted as “Extremely engaged” while those who were 14 years old had a mean of 3.9273, 15 years old had a mean of 3.5714, and 16 years old had a mean of 3.3333, interpreted as “Highly engaged”. The majority of the respondents were female, with a mean of 4.0500, interpreted as “Extremely engaged,” while the male had a mean of 3.7391, interpreted as “Highly engaged.” Panay Bukidnon respondents had a mean of 3.9371, while the Aetas had a mean of 3.7391, interpreted as “Highly engaged”.

The majority of the respondents’ mothers were college graduates and high school graduates, with a mean of 4.0000. While those who were elementary graduates had a mean of 3.9444, those who were elementary level had a mean of 3.8667, and those who were high school and college level had a mean of 3.8000, interpreted as Highly engaged”. For the father’s educational attainment, most of them had fathers who were college level with a mean of 4.2000, followed by those who had no formal education with a mean of 4.0500, and the elementary level with a mean of 4.046, interpreted as “Extremely engaged.” While those respondents who had fathers who were high school graduates had a mean of 3.9600, those were high school level had a mean of 3.8600, and those who were elementary graduates had a mean of 3.7000, interpreted as “Highly engaged”. For their family monthly income, the majority had an income of Php 5,05,000–10,000 with a mean of

4.2000, interpreted as “Extremely engaged while those who had an income below Php 5,000 had a mean of 3.8773, interpreted as “Highly engaged”. Table 2 continued to show the extra-curricular engagement of the respondents towards face-to-face learning, as a whole it had a mean of 3.5960, interpreted as “Highly engaged”. However, when grouped according to socio-demographic profile, the results were as follows:

## **(12) Results and Discussions**

Table 1.0 shows the respondents’ levels of motivation (intrinsic and extrinsic) when taken as a whole and grouped according to socio-demographic profile. Data revealed that when taken as a whole, respondents’ level of intrinsic motivation had a mean of 3.83 and their level of extrinsic motivation had a mean of 3.92, respectively, interpreted as “Highly motivated”, and when they have classified according to the following socio-demographic profile the results were as follows: As to their grade level, Grade 7 got the highest mean of 4.29, interpreted as “Extremely motivated”, followed by Grade 8 with a mean of 3.64, Grade 10 with a mean of 3.55, and Grade 12 with a mean of 4.18, respectively, interpreted as “Highly motivated” while Grade 9 had a mean of 3.14, interpreted as “Moderately motivated”.

Respondents who were 13 years old had the highest mean of 4.25, which is interpreted as “Extremely motivated”, while those who were 14 years old had a mean of 3.82, 15 years old had 3.29, 16 years old had 3.20, and those who were 17 years old had a mean of 4.13, respectively, interpreted as “Highly motivated”. Most of the respondents were female, with a mean of 3.89, while the males had a mean of 3.76, interpreted as “Highly motivated”. The majority of respondents were Aetas, with a mean of 4.00, and Panay Bukidnon, with a mean of 3.77, respectively, interpreted as “Highly motivated.”

Most of the respondents’ mothers were housewives, with a mean of 3.83, and housemaids, with a mean of 3.82. On the other hand, most of their fathers were farmers, with a mean of 3.89, followed by craftsmen, with a mean of 3.82, and laborers, with a mean of 3.73, interpreted as “Highly motivated.”

As to the respondent's mother's educational attainment, most of their mothers were college graduates with a mean of 4.10, followed by elementary level with a mean of 4.04, high school graduates with a mean of 3.97, elementary graduates with a mean of 3.80, the high school level with a mean of 3.59, and college level, respectively with a mean of 3.20 interpreted as "Highly motivated". As for the father's educational attainment, respondents whose fathers were college-level had a mean of 4.40, and those who had no formal education had a mean of 4.31, interpreted as "Extremely motivated. Those fathers who were elementary level had a mean of 4.04, and those who were high school graduates had a mean of 3.76. Those fathers who were high school level had a mean of 3.72, and those who were elementary graduates had a mean of 3.56, respectively, interpreted as "Highly motivated".

Respondents with monthly family income ranging from Php 5,000 to Php 10,000 had a mean of 4.02, and those below Php 5,000 had a mean of 3.81, respectively, interpreted as "Highly motivated". Furthermore, Table 1.0 shows the level of motivation (extrinsic) of the respondents when taken as a whole and grouped according to socio-demographic profile. Data showed that Grade 7 had the highest level of extrinsic motivation towards face-to-face learning with a mean of 4.65, followed by Grade 12 with a mean of 4.23, interpreted as "Extremely motivated", Grade 8 had a mean of 3.67, Grade 10 had a mean of 3.57, interpreted as "Highly motivated", and Grade 9 had a mean of 3.14, interpreted as "Moderately motivated".

Respondents who were 13 years old had the highest mean of 4.65, interpreted as "Extremely motivated, and those who were 17 years old had a mean of 4.17, 14 years old had 3.87, interpreted as "Highly motivated, and those who were 15 years old had a mean of 3.38 and, those who 16 years old had a mean of 3.16, interpreted as "Moderately motivated. When grouped according to sex, female respondents had a mean of 3.97 while males had a 3.86, interpreted as "Highly motivated". As for the ethnic classification, respondents who were Aetas had a mean of 3.99 and the Panay Bukid-

non had a mean of 3.89, interpreted as "Highly motivated. As to the respondent's mother's occupations, the majority of their mothers were housewives with a mean of 3.92, followed by housemaids with a mean of 3.89, interpreted as "Highly motivated". While most of their fathers were makers or craftsmen of native products with a mean of 4.02, followed by farmers with a mean of 3.94, and laborers with a mean of 3.87, respectively, interpreted as "Highly motivated".

Most of the respondents' mothers were college graduates with a mean of 4.55, interpreted as "Extremely motivated", high school graduates with a mean of 4.14, had mothers who were elementary level with a mean of 4.09, had mothers who were elementary graduates with a mean of 3.82, had mothers who were high school level with a mean of 3.76 and had mothers who were college level with a mean of 3.45, respectively categorized as "Highly motivated". As for the respondents' fathers' educational attainment, the majority of their fathers were college level with a mean of 4.45, interpreted as "Extremely motivated. This was followed by those who had no formal education with a mean of 4.24, elementary level with a mean of 4.18, high school graduates with a mean of 3.85, elementary graduates with a mean of 3.72, and high school level with a mean of 3.69, categorized as "Highly motivated".

The majority of the respondent's family monthly income ranged from Php 5,000-10,000 with a mean of 4.06, interpreted as "Extremely motivated," and the Php below 5,000 with a mean of 3.91, categorized as "Highly motivated." Table 1.0. Mean Level of motivation of the respondents towards face-to-face learning when taken as a whole and grouped according to socio-demographic profile

Socio-Demographic Profile	Intrinsic Motivation	Extrinsic Motivation
	Mean Verbal Interpretation	Mean Verbal Interpretation
Entire Group	3.83	Highly Motivated
Highly Motivated		3.92

Grade Level	Intrinsic Motivation	Extrinsic Motivation
7.00	4.29	Extremely Motivated
	4.65	Extremely Motivated

8.00	3.64	Highly Motivated	3.67	Highly Motivated
9.00	3.14	Moderately Motivated	3.14	Moderate/Fair Motivated
10.00	3.55	Highly Motivated	3.57	Highly Motivated
12.00	4.18	Highly Motivated	4.23	Extremely Motivated

**Age**

13 y/o	4.25	Extremely Motivated	4.65	Extremely motivated
14 y/o	3.82	Highly motivated	3.87	Highly motivated
15 y/o	3.29	Moderately Motivated	3.38	Moderate/Fair Motivated
16 y/o	3.20	Moderately Motivated	3.16	Moderate/Fair Motivated
17 y/o	4.13	Highly Motivated	4.17	Highly Motivated

**Sex**

Male	3.76	Highly Motivated	3.86	Highly Motivated
Female	3.89	Highly Motivated	3.97	Highly Motivated

**Ethnic Classification**

Aeta	4.00	Extremely Motivated	3.99	Highly Motivated
Panay Bukidnon	3.77	Highly Motivated	3.89	Highly Motivated

**Mothers Occupation**

Housewife	3.83	Highly Motivated	3.92	Highly Motivated
Housemaid	3.82	Highly Motivated	3.89	Highly Motivated

**Fathers Occupation**

Farmer	3.89	Highly Motivated	3.94	Highly Motivated
Laborer	3.73	Highly Motivated	3.87	Highly Motivated
Crafting Native Products	3.82	Highly Motivated	4.02	Highly Motivated

**Mothers Educational Attainment**

Elementary Level	4.04	Highly Motivated	4.09	Highly Motivated
Elementary Graduate	3.80	Highly Motivated	3.82	Highly Motivated
High School Level	3.59	Highly Motivated	3.76	Highly Motivated
High School Graduate	3.97	Highly Motivated	4.14	Highly Motivated

College Level	3.20	Highly Motivated	3.45	Highly Motivated
College Graduate	4.10	Highly Motivated	4.55	Extremely Motivated

**Fathers Educational Attainment**

No Formal Education	4.31	Extremely Motivated	4.24	Extremely Motivated
Elementary Level	4.04	Highly Motivated	4.18	Highly Motivated
Elementary Graduate	3.56	Highly Motivated	3.72	Highly Motivated
High School Level	3.72	Highly Motivated	3.69	Highly Motivated
High School Graduate	3.76	Highly Motivated	3.85	Highly Motivated
College Level	4.40	Extremely Motivated	4.45	Extremely Motivated

**Family Monthly Income**

Below Php. 5,000.00	3.81	Highly Motivated	3.91	Highly Motivated
Php 5,000-10,000.00	4.02	Highly Motivated	4.067	Extremely Motivated

Table 2.0 presents the level of engagement towards face-to-face learning of the respondents as a whole and when grouped according to socio-demographic profile. The overall level of engagement of the respondents had a mean of 3.8421, interpreted as "Highly motivated", and when the level of engagement was classified into five areas or aspects such as: liking for learning had a mean of 3.8085; liking for school had a mean of 3.9947; effort and persistence had a mean of 3.8979; extra-curricular had a mean of 3.5960; and cognitive had a mean of 3.9149, respectively, interpreted as "Highly engaged". Table 2 further shows the data when respondents were grouped according to socio-demographic profile and when classified as to the area of engagement, the Liking for Learning. Data presented that as to the level of engagement, Liking for Learning area or aspect, the respondents had an entire mean of 3.8085, interpreted as "Highly motivated". The majority of the respondents were in Grade 7 with a mean of 4.400, followed by Grade 12 with a mean of 4.0667, interpreted as "Extremely engaged" while Grade 8 had a mean of 3.6167, Grade 10 with a mean of 3.6000, and Grade 9 with a mean of 3.1250, categorized as "Highly engaged". Most of the respondents were 13 years old

with a mean of 4.4000, interpreted as "Extremely engaged" while those who were 17 years old had a mean of 4.0118, 14 years old had a mean of 3.7818, 15 years old had a mean of 3.3143, and 16 years old had a mean of 3.2667, interpreted as "Highly engaged". Females had a mean of 3.9417, while males had a mean of 3.6696, categorized as "Highly engaged". For the ethnic classification, most of them were from the Aeta ethnic group with a mean of 4.0000, and from Panay Bukidnon with a mean of 3.7429, interpreted as "Highly engaged". Most of the respondents' mothers were housewives, with a mean of 3.8286, followed by housemaids, with a mean of 3.6400, interpreted as "Highly engaged". While their fathers were farmers with a mean of 3.8714, followed by laborers with a mean of 3.7176, and craftsmen with a mean of 3.7000, interpreted as "Highly engaged."

The majority of their mothers reached the elementary level with a mean of 4.0167, interpreted as "Extremely engaged" while those mothers who were high school graduates and college graduates had a mean of 4.0000; those who were elementary graduates had a mean of 3.7889; those who reached the high school level had a mean of 3.5200; and those who reached the college level had a mean of 3.4000, respectively, interpreted as "Highly engaged". As to their fathers' educational attainment, most of them had fathers who reached the elementary level with a mean of 4.1077, interpreted as "Extremely engaged" while those who had no formal education had a mean of 4.1000, those who reached the college level had a mean of 4.0000, those who were high school graduates had a mean of 3.6286, and those who were high school level had a mean of 3.5800, interpreted as "Highly engaged".

The majority of the respondents had a monthly income ranging below Php 5,000 with a mean of 3.8091, followed by Php 5,000-10,000 with a mean of 3.8000, interpreted as "Highly engaged". The majority of the respondents were in Grade 7 with a mean of 4.5938, Grade 12 with a mean of 4.2667, categorized as "Extremely engaged", Grade 10 with a mean of 4.0000, Grade 8 with a mean of 3.8500, and Grade 9 with a mean of 3.1563, interpreted as "Highly engaged".

Most of the respondents were 13 years old with a mean of 4.5000, 17 years old with a mean of 4.2794, interpreted as "Extremely engaged", while those who were 14 years old had a mean of 4.0227, 15 years old had a mean of 3.3929, and those who were 16 years old had a mean of 3.3333, interpreted as "Highly engaged". Female respondents had the highest mean of 4.1146, interpreted as "Extremely engaged," while the males had a mean of 3.8696, interpreted as "Highly engaged."

Those who came from the Aeta ethnic group had a mean of 4.0208, and those who came from Panay Bukidnon had a mean of 3.9857, interpreted as "Highly engaged". The majority of the respondents' mothers were housemaids, with a mean of 4.2500 interpreted as "Extremely engaged," followed by housewives, with a mean of 3.9643 interpreted as "Highly engaged." The majority of the respondents were in Grade 7 with a mean of 4.5938, Grade 12 with a mean of 4.2667, categorized as "Extremely engaged", Grade 10 with a mean of 4.0000, Grade 8 with a mean of 3.8500, and Grade 9 with a mean of 3.1563, interpreted as "Highly engaged".

Most of the respondents were 13 years old with a mean of 4.5000, 17 years old with a mean of 4.2794, interpreted as "Extremely engaged", while those who were 14 years old had a mean of 4.0227, 15 years old had a mean of 3.3929, and those who were 16 years old had a mean of 3.3333, interpreted as "Highly engaged". As to their father's occupation, most of them were crafting native products, with a mean of 4.0268, interpreted as "Extremely engaged", and laborers with a mean of 3.8971, interpreted as "Highly engaged".

Respondents' mothers whose educational attainment was college graduate had the highest mean of 5.0000, those who were high school graduates had a mean of 4.2500, and those who reached elementary level had a mean of 4.1250, interpreted as "Extremely engaged" while those who were elementary graduates had a mean of 3.9583, high school level had a mean of 3.7500, and those mothers who were college level had a mean of 3.2500, interpreted as "Highly engaged". On the other hand, respondents who had fathers who reached college had the highest mean

of 4.7500, the elementary level had a mean of 4.2885, and those fathers who had no formal education had a mean of 4.0625, and those who were high school graduates had a mean of 4.0500, interpreted as "Extremely engaged," while those who had fathers who were elementary graduates had a mean of 3.7857, and high school level had a mean of 3.7750, interpreted as highly engaged. For their family monthly income, most of them had an income of Php 5,000–10,000 with a mean of 4.1667, categorized as "Extremely engaged", and those who had an income below Php. 5,000–10,000 with a mean of 3.9830, interpreted as "Highly engaged". Table 2 further revealed the data of the entire group as the level of engagement, Effort and persistence area or aspect, with a mean of 3.8979, interpreted as "Highly engaged".

Grade 12 had the highest mean of 4.1733, Grade 7 had a mean of 4.1500, interpreted as "Extremely engaged" while Grade 10 had a mean of 4.0000, Grade 8 had a mean of 3.8500, and Grade 9 had a mean of 3.563, respectively, interpreted as "Highly engaged". Those who were 17 years old had the highest mean of 4.1412, and 13 years old had a mean of 4.1000, interpreted as "Extremely engaged" while those who were 14 years old had a mean of 3.9273, 15 years old had a mean of 3.5714, and 16 years old had a mean of 3.3333, interpreted as "Highly engaged". The majority of the respondents were female, with a mean of 4.0500, interpreted as "Extremely engaged," while the male had a mean of 3.7391, interpreted as "Highly engaged."

Panay Bukidnon respondents had a mean of 3.9371, while the Aetas had a mean of 3.7391, interpreted as "Highly engaged". The majority of the respondents' mothers were college graduates and high school graduates, with a mean of 4.0000. While those who were elementary graduates had a mean of 3.9444, those who were elementary level had a mean of 3.8667, and those who were high school and college level had a mean of 3.8000, interpreted as Highly engaged". For the father's educational attainment, most of them had fathers who were college level with a mean of 4.2000, followed by those who had no formal education with a mean of 4.0500, and

the elementary level with a mean of 4.046, interpreted as "Extremely engaged." While those respondents who had fathers who were high school graduates had a mean of 3.9600, those who were high school level had a mean of 3.8600, and those who were elementary graduates had a mean of 3.7000, interpreted as "Highly engaged". For their family monthly income, majority had an income of Php 5,05,000–10,000 with a mean of 4.2000, interpreted as "Extremely engaged while those who had an income below Php 5,000 had a mean of 3.8773, interpreted as "Highly engaged".

Table 2 continued to show the extra-curricular engagement of the respondents towards face-to-face learning, as a whole it had a mean of 3.5960, interpreted as "Highly engaged". However, when grouped according to socio-demographic profile, the results were as follows: Grade 12 respondents had the highest mean of 4.0220, categorized as "Extremely engaged", followed by Grade 9 with a mean of 3.1250, Grade 10 with a mean of 3.3325, Grade 8 with a mean of 3.3617, and Grade 7 with a mean of 3.7512, respectively, interpreted as "Highly engaged". Fourteen-year-old respondents had a mean of 3.6973, 15-year-olds had a mean of 3.0957, 13-year-olds had a mean of 3.5017, 17-year-olds had a mean of 3.9800, and 16-year-olds had a mean of 3.0000, respectively, interpreted as "Highly engaged". Females had a mean of 3.6667, while males had a mean of 3.5222, interpreted as "Highly engaged".

The majority of the respondents were Aetas, with a mean of 3.9167, and Panay Bukidnons, with a mean of 3.4860, interpreted as "Highly engaged." Most of the respondent's mother's occupation was a housewife, with a mean of 3.5795, followed by housemaids, with a mean of 3.7340, interpreted as "Highly engaged." For their father's occupation, majority of them were into crafting native products with a mean of 4.0000, followed by farming with a mean of 3.6429, and laborers with a mean of 3.4712, interpreted as "Highly engaged. The majority of the respondents' mothers were college graduates with a mean of 5.0000, interpreted as "Extremely engaged", while those who were high school level had a mean of 3.6990, those who were elementary level had a mean of 3.4725, those who were high school graduate had

a mean of 3.4020, those who were elementary graduate had a mean of 3.6117, and those who were college level had a mean of 3.3300, respectively, interpreted as "Highly engaged". On the other hand, most of their fathers had no formal education with a mean of 4.3325, interpreted as "Extremely engaged", followed by those who were college level with a mean of 4.6700, those who were elementary graduates with a mean of 3.3586, those who were elementary level with mean of 3.6931, and those who were high school level with a mean of 3.320 while those who were high school graduate had a mean of 3.3320, interpreted as "Highly engaged". Respondent's family monthly income was Php 5,000–10,000 with a mean of 3.6667 and below Php 5,000.00 with a mean of 3.5911, interpreted as "Highly engaged".

The area or aspect of the level of engagement of respondents towards face-to-face learning, which is Cognitive, is presented in Table 2, with a mean of 3.8481, interpreted as "Highly engaged". When grouped according to socio-demographic profile, the data were as follows: The majority of the respondents were in Grade 7 with a mean of 4.4250, interpreted as "Extremely engaged", followed by Grade 12 with a mean of 4.2400, Grade 9 with a mean of 3.1750, Grade 8 with mean of 3.8000, and Grade 10 with a mean of 3.5000, respectively, interpreted as "Highly engaged". Thirteen - years - old respondents had the highest mean of 4.3667, interpreted as "Extremely engaged" while those who were 17 years old had a mean of 3.1765, 15 years old had a mean of 3.4571, and 14 years old had a mean of 3.9495, and 16 years old had a mean of 3.2000, respectively, interpreted as "Highly engaged". The majority of the respondents were females with a mean of 4.083, interpreted as "Extremely engaged", while males had a mean of 3.7391, interpreted as "Highly engaged". Aetashadamean of 3.9167, and Panay Bukidnon had a mean of 3.9143, interpreted as "Highly engaged."

Respondent's mother's occupation was a housewife, with a mean of 3.9095, and housemaid, with a mean of 3.9600, interpreted as "Highly engaged." While the majority of their father's occupation was crafting native products with a mean of 4.1000, followed by farming with

a mean of 3.9786, and laborer with a mean of 3.7882, interpreted as "Highly engaged". Most of their mothers were college graduates, and had attained elementary level with a mean of 5.0000 and 4.1333, respectively, interpreted as "Extremely engaged". This was followed by mothers who were elementary graduate, high school level, and college level, with a mean of 3.8000, and a mean of 3.8400, respectively, interpreted as "Highly engaged". As to the respondent's father's educational attainment, the majority of them were at the college level, with a mean of 5.0000, interpreted as "Extremely engaged" Followed by those who were at the elementary level with a mean of 4.2308, those who had no formal education with a mean of 4.2000, elementary graduates with a mean of 3.5714, and high school level with a mean of 3.8200, interpreted as "Highly engaged".

Most of them had an income of Php 5,000–10,000, with a mean of 4.2000 and Php 5,000.00 below with a mean of 3.8955, interpreted as "Highly engaged". The overall level of engagement of the respondents towards face-to-face learning had a mean of 3.8421, interpreted as "Highly engaged". When classified according to socio-demographic profile, the data are shown in Table 2. Grade 12 respondents had the highest mean of 4.1540, interpreted as "Extremely engaged". Grade 7 had a mean of 4.2625, Grade 8 had a mean of 3.6875, Grade 10 had a mean of 3.6075, and Grade 9 had a mean of 3.1863, interpreted as "Highly engaged".

Seventeen-year-olds had the highest mean of 4.1182, interpreted as "Extremely engaged", while those who were 13 years old had a mean of 4.1717, 16 years old had a mean of 3.2267, 15 years old had a mean of 3.3657, and 14 years old had a mean of 3.8745, interpreted as "Highly engaged". Males had a mean of 3.7074, and females had a mean of 3.9712, interpreted as "Highly engaged". Aetas had a mean of 3.9275, and the Panay Bukidnon had a mean of 3.8129, interpreted as "Highly engaged". Respondents whose mother's occupation was housemaid had a mean of 3.9080, and housewife had a mean of 3.8343, interpreted as "Highly engaged". While those whose father's occupation was crafting native products had a mean of 4.0150, followed by farming with a mean of 3.8996, and laborers with a

mean of 3.7271, interpreted as "Highly engaged". Most of the respondents had mothers who were college graduates with a mean of 4.6000, high school graduates with a mean of 3.8960, high school level with a mean of 3.7150, and elementary level with a mean of 3.9225, and the elementary graduate had a mean of 3.8200, interpreted as "Highly engaged". While they had fathers who were elementary level with a mean of 4.0723, interpreted "Extremely engaged".

This was followed by college level with a mean of 4.5200 and no formal education with a mean of 4.1500, elementary graduate with a mean of 3.6071, high school level with a mean of 3.7150, and high school graduate with a mean of 3.7740, interpreted as "Highly engaged". Respondents' monthly income was Php 5,000–10,000 with a mean of 4.0067 and Php 5,000.00 below with a mean of 3.8309, interpreted as "Highly engaged".

Socio-Demographic Profile	Liking for Learning		Liking for School		Effort and Persistence		Extra-Curricular		Cognitive		Overall Level of Engagement	
	M	VI	M	VI	M	VI	M	VI	M	VI	M	VI
Entire Group	3.8085	H E	3.9947	H E	3.8979	H E	3.5960	H E	3.9149	H E	3.8421	H E
Grade Level												
7.00	4.4000	E E	4.5938	E E	4.1500	E E	3.7512	E E	4.4250	E E	4.2625	EE
8.00	3.6167	H E	3.8125	H E	3.8500	H E	3.3617	H E	3.8000	H E	3.6875	H E
9.00	3.1250	H E	3.1563	H E	3.3500	H E	3.1250	H E	3.1750	H E	3.1863	H E
10.00	3.6000	H E	4.0000	H E	3.6000	H E	3.3325	M E	3.5000	H E	3.6075	H E
12.00	4.0667	E E	4.2667	E E	4.1733	E E	4.0220	E E	4.2400	E E	4.1540	EE
Age												
13 y/o	4.4000	E E	4.5000	E E	4.1000	E E	3.5017	H E	4.3667	E E	4.1717	EE
14 y/o	3.7818	H E	4.0227	E E	3.9273	H E	3.6973	H E	3.9455	H E	3.8745	H E
15 y/o	3.3143	H E	3.3929	H E	3.5714	H E	3.0957	H E	3.4571	H E	3.3657	H E
16 y/o	3.2667	H E	3.3333	H E	3.3333	H E	3.0000	H E	3.2000	H E	3.2267	H E
17 y/o	4.0118	H E	4.2794	E E	4.1412	H E	3.9800	H E	4.1765	E E	4.1182	EE
Sex												
Male	3.6696	H E	3.8696	H E	3.7391	H E	3.5222	H E	3.7391	H E	3.7074	H E
Female	3.9417	H E	4.1146	E E	4.0500	E E	3.6667	H E	4.0833	E E	3.9712	H E
Ethnic Classification												

Table 2. Continue...

Aeta	4.00 00	H E	4.02 08	H E	3.78 33	H E	3.91 67	H E	3.91 67	H E	3.92 75	H E
Panay Bukidnon	3.74 29	H E	3.98 57	H E	3.93 71	H E	3.48 60	H E	3.91 43	H E	3.81 29	H E
Mothers Occupatio n												
Housew ife	3.82 86	H E	3.96 43	H E	3.96 43	H E	3.57 95	H E	3.90 95	H E	3.83 43	H E
Housem aid	3.64 00	H E	4.25 00	E E	4.25 00	E E	3.73 40	H E	3.96 00	H E	3.90 80	H E
Fathers Occupatio n												
Farmer	3.87 14	H E	4.02 68	E E	3.97 86	H E	3.64 29	H E	3.97 86	H E	3.89 96	H E
Laborer	3.71 76	H E	3.89 71	H E	3.76 47	H E	3.47 12	H E	3.78 82	H E	3.72 71	H E
Crafting Native Products	3.70 00	H E	4.37 50	E E	3.90 00	H E	4.00 00	H E	4.10 00	H E	4.01 50	EE
Mothers Educationa l Attainment												
Element ary Level	4.01 67	E E	4.12 50	E E	3.86 67	H E	3.47 25	H E	4.13 33	E E	3.92 25	H E
Element ary Graduate	3.78 89	H E	3.95 83	H E	3.94 44	H E	3.61 17	H E	3.80 00	H E	3.82 00	H E
High School Level	3.52 00	H E	3.75 00	H E	3.80 00	H E	3.69 90	H E	3.80 00	H E	3.71 50	H E
High School Graduate	4.00 00	H E	4.25 00	H E	4.00 00	H E	3.40 20	H E	3.84 00	H E	3.89 60	H E
College Level	3.40 00	H E	3.25 00	H E	3.80 00	H E	3.33 00	H E	3.80 00	H E	3.52 00	H E
College Graduate	4.00 00	H E	5.00 00	E E	4.00 00	H E	5.00 00	E E	5.00 00	E E	4.60 00	H E
Fathers Educationa l Attainment												



Table 2. Continue...

No Formal Education	4.1000	HE	4.0625	EE	4.0500	HE	4.3325	EE	4.2000	HE	4.1500	HE
Elementary Level	4.1077	EE	4.2885	EE	4.0462	EE	3.6931	HE	4.2308	HE	4.0723	EE
Elementary Graduate	3.6286	HE	3.7857	HE	3.7000	HE	3.3586	HE	3.5714	HE	3.6071	HE
High School Level	3.5800	HE	3.7750	HE	3.8600	HE	3.5320	HE	3.8200	HE	3.7150	HE
High School Graduate	3.7200	HE	4.0500	EE	3.9600	HE	3.3320	HE	3.8000	HE	3.7740	HE
College Level	4.0000	HE	4.7500	HE	4.2000	HE	4.6700	HE	5.0000	EE	4.5200	HE
Family Monthly Income												
Below Php. 5,000.00	3.8091	HE	3.9830	HE	3.8773	HE	3.5911	HE	3.8955	HE	3.8309	HE
Php 5,000 10,000.00	3.8000	HE	4.1667	EE	4.2000	HE	3.6667	HE	4.2000	HE	4.0067	EE

**Table 2.**

**The mean level of engagement of the respondents towards face-to-face learning when taken as a whole and grouped according to socio-demographic profile.**

Data in Table 3 revealed that there is a significant difference in the level of motivation (both intrinsic and extrinsic) of the respondents when they are classified according to grade level Sig .000;  $F=16.958$  for intrinsic, Sig .000;  $F=32.651$  for extrinsic. Analysis of Variance further revealed that there is a significant difference in the respondents' level of motivation (both intrinsic and extrinsic motivation) as to Grade level. This means that the null hypothesis, which states that there is a significant difference in the respondents' socio-demographic profile, particularly the Grade level, is not rejected. This implies that both Grade levels 7 and 12 are relatively comparable while the Grade 8 and 10 are also relatively comparable, and Grade 9 got the lowest level on both intrinsic and extrinsic

motivation. This might be due to the fact that each level of motivation has significantly vary by the grade level. This might due to the fact that grade 7. The data revealed that there is a significant difference on both intrinsic and extrinsic motivation of the respondents when they are classified according to age Sig .000;  $F=8.700$  for intrinsic Sig .000;  $F=13.173$  for extrinsic. Analysis of Variance further revealed that there is a significant difference in the respondents' level of Age. This means that the null hypothesis which states that there is a significant difference in the respondents' socio-demographic profile particularly in age is not rejected. This implies that each age group of 13 years old got the highest mean of all ages while the 17 years

old and 14 years old has relatively comparable for the 15 and 16 years old has relatively comparable levels of intrinsic and extrinsic motivation. This might due to the fact that each level of motivation has significantly varied by age. The data revealed that there is a significant difference in both intrinsic and extrinsic motivation of the respondents when they are classified according to sex (Sig .383;  $F=.775$  for intrinsic; Sig .491;  $F=.482$  for extrinsic). ANOVA test of motivation further revealed that there is a significant difference between intrinsic and extrinsic motivation as to sex. This means that the null hypothesis which states that there is a significant difference in the socio-demographic profile particularly the sex is not rejected. That implies that each sex has a relatively comparable level of motivation. This might be due to the fact that females were not only considered passive in the social context but also became socially active and gained energy from the external world. The data revealed that there is a significant difference in the both intrinsic and extrinsic motivation of the respondents when they are classified according to Ethnic Classification (Sig .189;  $F=1.780$  for intrinsic, Sig .592;  $F= .291$  for extrinsic). Analysis of Variance further revealed that there is a significant difference in the level of motivation as to Ethnic Classification. This means that the null hypothesis which states that there is a significant difference in the socio-demographic profile particularly in the ethnic classification is not rejected. This implies that each ethnic classification has a relatively comparable level of motivation. The data revealed that there is a significant difference in the both intrinsic and extrinsic motivation of the respondents when they are classified according to mothers' occupation (Sig .970;  $F=.001$  for intrinsic; Sig .914;  $F= .012$  for extrinsic). Analysis of Variance further revealed that there is a significant difference in the level of motivation as to mothers' occupation. This means that the null hypothesis which states that there is a significant difference in the socio-demographic profile particularly in the mothers' occupation is not rejected. This implies that each mother's occupation has a comparable of intrinsic and extrinsic motivation. This might due to the fact that the mothers of each student have self-employed. The data revealed that there is a significant dif-

ference in both intrinsic and extrinsic motivation of the respondents when they are classified according to fathers' occupation Sig .631;  $F= .466$  for intrinsic, Sig .894;  $F= .112$  for extrinsic. Analysis of Variance further revealed that there is a significant difference in the level of motivation as to fathers' occupation. This implies that the null hypothesis which states that there is a significant difference in the socio-demographic profile particularly in the fathers' occupation has a comparable of intrinsic and extrinsic motivation. This might be due to the fact that farmers have the highest among the other's occupations. The data revealed that there is a significant difference in the both intrinsic and extrinsic motivation of the respondents when they are classified according to mother educational attainment Sig .305;  $F=1.248$  for intrinsic, Sig .441;  $F= .980$  for extrinsic. Analysis of Variance, however, revealed that there is a significant difference in the level of intrinsic and extrinsic motivation as to mothers' educational attainment. Therefore, the null hypothesis which states that there is a significant difference in the level of motivation as to mothers' educational attainment is not rejected. This implies that regardless of the respondents' mothers' educational attainment they have different levels of motivation which means that the college graduate and elementary level have a comparable motivation while the high school graduate and elementary graduate have a comparable motivation and, to the high school level, college level they have a comparable motivation. The data revealed that there is a significant difference in the both intrinsic and extrinsic motivation of the respondents when they are classified according to their father's educational attainment (Sig .049;  $F=2.460$  for intrinsic, Sig .155;  $F=1.707$  for extrinsic). ANOVA Test result revealed that there is a significant difference in the level of motivation as to fathers' educational attainment, which is not rejected. This implies that regardless of the respondents' fathers' educational attainment, they have different levels. This means that respondents whose fathers were college-level and had no formal education do not affect the level of motivation of their children. The data revealed that there is a significant dif-

ference in the both intrinsic and extrinsic motivation of the respondents when they are classified according to family monthly income Sig .533;  $F = .394$  for intrinsic, Sig .650;  $F = .209$  for extrinsic. The result implies that regardless of family monthly income, the respondents

had a relative level of motivation. This means that income is not a predictor of motivation. This can be explained by the observation that even economically challenged students were also studying for their future economic status.

Socio-Demographic Profile	Intrinsic Motivation			Extrinsic Motivation		
	Mean	F	Sig	Mean	F	Sig
Grade Level						
7.00	4.29 <sup>d</sup>	16.958**	.000	4.65	32.651**	.000
8.00	3.64 <sup>b</sup>			3.67		
9.00	3.14 <sup>a</sup>			3.14		
10.00	3.55 <sup>b</sup>			3.57		
12.00	4.18 <sup>c</sup>			4.23		
Age						
13 y/o	4.25	8.700**	.000	4.65	13.173**	.000
14 y/o	3.82			3.87		
15 y/o	3.29			3.38		
16 y/o	3.20			3.16		
17 y/o	4.13			4.17		
Sex						
Male	3.76	.775	.383	3.86	.482	.491
Female	3.89			3.97		
Ethnic Classification						
Aeta	4.00	1.780	.189	3.99	.291	.592
Panay Bukidnon	3.77			3.89		
Mothers Occupation						
Housewife	3.83	.001	.970	3.92	.012	.914
Housemaid	3.82			3.89		
Fathers Occupation						
Farmer	3.89	.466	.631	3.94	.112	.894
Laborer	3.73			3.87		
Crafting Native Products	3.82			4.02		
Mothers Educational Attainment						
Elementary Level	4.04	1.248	.305	4.09	.980	.441
Elementary Graduate	3.80			3.82		
High School Level	3.59			3.76		
High School Graduate	3.97			4.14		
College Level	3.20			3.45		
College Graduate	4.10	4.55				

Table 3. Continue...

College Graduate	4.10			4.55		
Fathers Educational Attainment						
No Formal Education	4.31	2.460	.049	4.24	1.707	.155
Elementary Graduate	3.56			3.72		
High School Level	3.72			3.69		
High School Graduate	3.76			3.85		
College Level	4.40			4.45		
Family Monthly Income						
Below Php. 5,000.00	3.81			3.91		
Php 5,000-10,000.00	4.02	.394	.533	4.067	.209	.650

**Table 3.**  
**Differences on the level of motivation when grouped according to profile.**  
**Socio-Demographic Profile**

Table 4 shows the differences in the level of engagement when grouped according to profile. As to grade level, the analysis of variance revealed that there were significant differences between grade levels as to their level of engagement in terms of liking for learning ( $F=9.63$ ;  $\alpha=0.000$ ), liking for school ( $F=11.437$ ;  $\alpha=0.000$ ), effort and persistence ( $F=5.311$ ;  $\alpha=0.001$ ), cognitive and their overall level of engagement ( $F=9.786$ ;  $\alpha=0.00$ ) while there is no significant difference on their level of engagement as to extra-curricular ( $F=1.606$ ;  $\alpha=0.191$ ). It was found that students in grades 7 and 12 were extremely motivated while students in grades 8, 9, and 10 were only highly motivated. In terms of age, the analysis of variance revealed that there were significant differences between age groups as to their level of engagement in terms of liking for learning ( $F=5.563$ ;  $\alpha=0.000$ ), liking for school ( $F=5.117$ ;  $\alpha=0.001$ ), effort and persistence ( $F=4.033$ ;  $\alpha=0.003$ ), cognitive ( $F=4.432$ ;  $\alpha=0.002$ ) and their overall level of engagement ( $F=6.313$ ;  $\alpha=0.000$ ) while there is no significant difference on their level of engagement as to extra-curricular ( $F=1.768$ ;  $\alpha=0.131$ ). It was found that students in grades 7 and 12 were extremely motivated while students in grades 8, 9, and 10 were only highly motivated.

Per sex, the analysis of variance revealed that there were no significant differences between sex as to their level of engagement in terms of liking for learning ( $F=2.420$ ;  $\alpha=0.127$ ), liking for school ( $F=1.717$ ;  $\alpha=0.197$ ), extra-curricular ( $F=.262$ ;  $\alpha=0.611$ ), cognitive ( $F=3.413$ ;  $\alpha=0.071$ ) and their overall level of engagement ( $F=2.761$ ;  $\alpha=0.103$ ) while there is a significant difference on their level of engagement as to effort and persistence ( $F=4.237$ ;  $\alpha=0.045$ ). It was further found that females have a higher level of engagement in their efforts and persistence toward studies than their male counterparts. As to ethnic classification, the analysis of variance revealed that there were no significant differences between ethnic classification as to their level of engagement in terms of liking for learning ( $F=1.617$ ;  $\alpha=0.210$ ), liking for school ( $F=0.026$ ;  $\alpha=0.873$ ), effort and persistence ( $F=0.733$ ;  $\alpha=0.396$ ), extra-curricular ( $F=1.830$ ;  $\alpha=0.183$ ), cognitive ( $F=0.000$ ;  $\alpha=0.991$ ) and their overall level of engagement ( $F=0.377$ ;  $\alpha=0.542$ ). This means that the levels of engagement were comparable when the respondents were grouped according to ethnic group. This means that Panay Bukidnon and Aeta have comparable levels of engagement. As to mother's occupations, the analysis of variance revealed that there were no significant dif-

ferences between mothers' occupations as to their level of engagement in terms of liking for learning ( $F=0.424$ ;  $\alpha=0.518$ ), liking for school ( $F=0.872$ ;  $\alpha=0.355$ ), effort and persistence ( $F=0.074$ ;  $\alpha=0.787$ ), extra-curricular ( $F=0.113$ ;  $\alpha=0.738$ ), cognitive ( $F=0.026$ ;  $\alpha=0.873$ ) and their overall level of engagement ( $F=0.077$ ;  $\alpha=0.782$ ). This means that the levels of engagement were comparable when the respondents were grouped according to their mothers' occupations. As to the father's occupation, the analysis of variance revealed that there were no significant dif-

ferences between fathers' occupations as to their level of engagement in terms of liking for learning ( $F=0.361$ ;  $\alpha=0.699$ ), liking for school ( $F=0.565$ ;  $\alpha=0.573$ ), effort and persistence ( $F=0.838$ ;  $\alpha=0.439$ ), extra-curricular ( $F=0.344$ ;  $\alpha=0.711$ ), cognitive ( $F=0.519$ ;  $\alpha=0.599$ ) and their overall level of engagement ( $F=0.603$ ;  $\alpha=0.551$ ). This means that the levels of engagement were comparable when the respondents were grouped according to their father's occupations. As to mother's educational attainment, the analysis of variance revealed that there were no

Socio-Demographic Profile	Liking for Learning		Liking for School		Effort and Persistence		Extra-Curricular		Cognitive		Overall Level of Engagement	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Grade Level	9.63**	.000	11.44**	.000	5.31**	.001	1.61	.191	8.61**	.000	9.79**	.000
Age	5.563*	.000	5.117**	.001	4.033**	.003	1.768	.131	4.432**	.002	6.313*	.000
Sex	2.420	.127	1.717	.197	4.237	.045	.262	.611	3.413	.071	2.762	.103
Ethnic Classification	1.617	.210	.026	.873	.733	.396	1.830	.183	.000	.991	.377	.542
Mothers Occupation	.424	.518	.872	.355	.074	.787	.113	.738	.026	.873	.077	.782
Fathers Occupation	.361	.699	.565	.573	.838	.439	.344	.711	.519	.599	.603	.551
Mothers Educational Attainment	.936	.468	1.353	.262	.138	.982	.519	.760	1.008	.425	.584	.712
Fathers Educational Attainment	1.447	.228	1.413	.240	.710	.619	1.004	.428	2.497	.046	1.749	.145
Family Monthly Income	.001	.980	.223	.639	1.021	.318	.017	.897	.602	.442	.278	.601

**Table 4.**  
**Differences in the level of engagement as to profile.**

significant differences between mothers' educational attainment and their level of engagement in terms of liking for learning ( $F=0.936$ ;  $\alpha=0.468$ ), liking for school ( $F=1.353$ ;  $\alpha=0.262$ ), effort and persistence ( $F=0.138$ ;  $\alpha=0.982$ ), extra-curricular ( $F=0.519$ ;  $\alpha=0.760$ ), cognitive ( $F=1.008$ ;  $\alpha=0.425$ ) and their overall level of engagement ( $F=0.584$ ;  $\alpha=0.712$ ). This means that the levels of engagement were comparable when the respondents were grouped according to mothers' educational attainment. As to father's educational attainment, the analysis of variance revealed that there were no significant differences between fathers' educational attainment as to their level of engagement in terms of liking for learning ( $F=1.447$ ;  $\alpha=0.228$ ), liking for school ( $F=1.413$ ;  $\alpha=0.240$ ), effort and persistence ( $F=0.710$ ;  $\alpha=0.619$ ), extra-curricular ( $F=1.004$ ;  $\alpha=0.428$ ), cognitive ( $F=2.497$ ;  $\alpha=0.46$ ) and their overall level of engagement ( $F=1.749$ ;  $\alpha=0.145$ ). This means that the levels of engagement were comparable when the respondents were grouped according to their fathers' educational attainment. As to family monthly income, the analysis of variance revealed that there were no significant differences between family monthly income as to their level of engagement in terms of liking for learning ( $F=0.001$ ;  $\alpha=0.980$ ), liking for school ( $F=0.223$ ;  $\alpha=0.639$ ), effort and persistence ( $F=1.021$ ;  $\alpha=0.318$ ), extra-curricular ( $F=0.017$ ;  $\alpha=0.897$ ), cognitive ( $F=0.602$ ;  $\alpha=0.442$ ) and their overall level of engagement ( $F=0.278$ ;  $\alpha=0.601$ ). This means that the levels of engage-

ment were comparable when the respondents were grouped according to family monthly income. Data Table 5.0 shows that there is a significant relationship between the level of motivation (intrinsic, extrinsic) and the level of engagement toward face-to-face learning. Pearson product moment revealed that there is a "high positive" significant relationship between intrinsic motivation and extrinsic motivation ( $r=0.880$ ;  $\alpha=0.000$ ). Thus, the null hypothesis which stated that there was no significant difference in the level of intrinsic and extrinsic motivation was rejected. This implies that when the respondents were intrinsically motivated, they were also extrinsically motivated and vice versa. Hence, the higher the level of intrinsic motivation the higher the level of extrinsic motivation. Pearson product moment revealed that there is a "high positive" significant relationship between intrinsic motivation and level of engagement ( $r=0.810$ ;  $\alpha=0.000$ ). Thus, the null hypothesis which stated that there was no significant difference in the level of intrinsic and level of engagement was rejected. This implies that when the respondents were intrinsically motivated, they were also highly engaged in learning and vice versa. Hence, the higher the level of intrinsic motivation the higher the level of engagement. Pearson product moment revealed that there is a "high positive" significant relationship between extrinsic motivation and level of engagement ( $r=0.791$ ;  $\alpha=0.000$ ). Thus, the null hypothesis which stated that there was no significant dif-

Intrinsic Motivation	Pearson Correlation		1	.880**	.810**
	Sig. (2-tailed)			.000	.000
	N		47	47	47
Extrinsic Motivation	Pearson Correlation		.880**	1	.791**
	Sig. (2-tailed)		.000		.000
	N		47	47	47
Overall Engagement	Pearson Correlation		.810**	.791**	1
	Sig. (2-tailed)		.000	.000	
	N		47	47	47
**. Correlation is significant at the 0.01 level (2-tailed).					

**Table 5.**  
**Relationship between level of motivation and level of engagement.**

ference in the level of extrinsic and level of engagement was rejected. This implies that when the respondents were extrinsically motivated, they were also engaged in learning and vice versa. Hence, the higher the level of extrinsic motivation the higher the level of engagement.

### **Conclusions**

Based on the results of the study, the following conclusions were drawn:

1. The indigenous students were "highly" intrinsically and extrinsically motivated toward face-to-face learning. This revealed their strong interest in their studies considering both their inner desires and rewards in order to accomplish their learning tasks. In addition, IS have a strong regard for the internal process like the desire to learn and also use other factors from their environment as far as motivation is concerned.
2. The IP students revealed a "high" level of engagement towards liking for learning, liking for school, effort and persistence, and extra-curricular and cognitive learning. This means that despite being an IP, they are trying their best to get involved in their studies as revealed in their desire to engage in both curricular, co-curricular, and even extra-curricular activities of the school.
3. It was also found that there were significant differences in the levels of intrinsic and extrinsic motivation as grade level and sex but significant differences in the levels of intrinsic motivation existed between fathers' educational attainment while the rest of the variables revealed no difference at all. Further, grade 7 IS revealed to have a significantly higher level of motivation than the rest of the grade levels which could also be linked to the significant differences as to age where 13 years old respondents revealed a significantly higher level of motivation both intrinsically and extrinsically since grade 7 students were relatively 13 years of age. This means that the newbies in high school manifested a higher level of motivation than those who have stayed for quite a year or more already. Also, those IS whose parents were college levels and had no formal schooling or reached the elementary level of education have significantly higher levels of engagement towards their studies.
4. There were significant differences in the level of engagement in terms of liking for learning, liking

for school, effort and persistence, cognitive learning, and overall levels of engagement as to grade level and age. Coherently, a significant difference in the level of engagement in terms of cognitive learning as to fathers' educational attainment while the rest of the variables revealed no difference at all. Further, grade 7 who have an age of 13 years old got a significantly higher level of engagement than the rest of the grade levels and age groups. This means that in terms of engagement, grade 7- and 13-years old respondents were revealed to have a better level of commitment towards their studies than the rest of their counterparts.

5. The level of intrinsic and extrinsic motivation and the level of engagement of the respondents were significantly correlated in a "strong" relationship manner. This means that the higher both the intrinsic and extrinsic motivation, the higher the level of engagement toward learning. This means that both engagement and motivation work together and significantly attribute to the success of each other. That is, when the respondents were highly motivated, they were most likely to be highly engaged in their studies.

### **Recommendations**

In line with the above-mentioned conclusions, the following recommendations were strongly forwarded:

1. The school may create/initiate programs to maintain and increase more of students' motivation toward face-to-face instruction especially those who are less motivated or unmotivated.
2. Teachers may adopt more engaging strategies, and activities to keep students academically.
3. Parents may have a constant involvement with school and teachers to continuously and effectively motivate and engage students in learning.
4. Students may develop a sense of self-motivation, with a natural love of learning. In this way, learning will occur naturally and smoothly.
5. Related studies may be conducted.

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