Impact of Motivation on Students' Classroom Engagement

ALVIN M. FERNANDEZ
Maliwalo National High School
Urdaneta City University
alvinmaliwatfernnadez326@gmail.com

PRESCILA I. MARCELO
Maliwalo National High School
Urdaneta City University
precscila12@gmail.com

Abstract — This study examined the influence of motivation on student's classroom engagement at Maliwalo National High School in Tarlac City during the 2023-2024 academic year. The research objectives were to: a) provide a detailed overview of the respondents' demographic characteristics, including sex, participation in school clubs/organizations, involvement in extracurricular and co-curricular activities, parents' educational background, and family income; b) evaluate the effectiveness of motivational strategies employed by teachers; c) analyze the impact of motivation on students' cognitive, affective, and psychomotor engagement; d) investigate any significant differences in the impact of motivation based on demographic variables; and e) propose a comprehensive learning development plan to enhance student engagement.

A significant positive correlation was found between involvement in school clubs/organizations and cognitive engagement, while extracurricular and co-curricular activities showed negative non-significant correlations. Conversely, a significant negative correlation was observed between participation in school clubs/organizations and affective engagement. Extra-curricular and co-curricular activities also showed negative non-significant correlations with affective engagement. No significant correlations were observed for psychomotor engagement across any activities. Notably, extracurricular activities showed a significant negative correlation with overall motivation, while school clubs/organizations and co-curricular activities did not show significant correlations.

The hypothesis that there is no significant difference in the impact of motivation across demographic variables was tested at a significance level of 0.05 among 225 Grade 12 students. The study revealed no significant gender differences in engagement impacts but found significant differences in emotional engagement among school clubs, paternal education levels, and family income. Recommendations include personalized support programs, teacher professional development, well-being initiatives, expanded extracurricular opportunities, and family involvement programs to improve engagement strategies.

Keywords — Motivation, Classroom Engagement, Demographic Variables, School Clubs/Organizations, Extracurricular Activities

I. Introduction

In today's education system, it is still a constant challenge to encourage students to participate in the classroom. Recent studies have shown that there is a decrease in students' motivation, and this can lead to reduced participation in classroom activities, which could affect their learning outcomes. Motivation is a multidisciplinary concept that includes students' thoughts, emotions, and actions, which influence their approach to assignments, emotional management, and participation in the classroom (Ryan & Deci, 2017). The factors that affect student engagement, particularly the importance of motivation, need to be understood by educators and policymakers.

The need to study the impact of motivation on classroom engagement is underlined by a declining interest and participation in school. By affecting the emotions, thoughts, and physical participation of students in class, motivation plays a key role in shaping student behavior and achievement (Pintrich, 2003). To develop interventions that foster a conducive learning environment, teachers need to understand the link between motivation and engagement.

The purpose of this study is to investigate the relationship between motivation and student engagement in the classroom through surveys and behavioral assessments. The objective is to identify factors that increase or reduce the involvement of students. The research intends to create a more interactive and effective learning environment by providing data that may inform teaching strategies and interventions.

Moreover, it gives teachers and policymakers insight into the declining levels of student engagement. It is important to understand how motivation influences participation since it includes aspects of cognitive, emotional, and psychomotor factors (Schunk and Meece, 2016). Targeted interventions to meet student needs for motivation, which would increase classroom participation, could be facilitated by the results of these studies.

The effects of this study are not confined to the classroom setting. Teachers can adapt their teaching approaches to make them more appropriate to students' motivation patterns when they understand the interaction of motivation and participation. Policies aimed at promoting supportive learning environments conducive to student motivation and engagement may also be shaped by the findings.

In the researcher's view, it is in line with a commitment to improving teaching methods to investigate how motivation affects classroom participation. Practical problems facing educators and policymakers are addressed in this study. The researcher seeks to offer insight into evidence-based practice, making learning more engaging and satisfying for students by using a quantitative approach.

The research problem, focusing on how motivation impacts classroom engagement among Grade 12 students of Maliwalo National High School, has not been studied in the high schools of West A District of Tarlac City Schools Division. This gap in research is the primary motivation for conducting this study. The goal of this study is to explore the impact of motivation on classroom

engagement among Grade 12 students at Maliwalo National High School. In addition, it seeks to provide insights that can help enhance student engagement through better understanding and application of motivational factors.

Literature Review

Intrinsic Motivation

In a study conducted by Gopalan et al (2017), the researchers conclude that a learning environment that triggers the desire to increase and expand knowledge, which is a sign of intrinsic motivation, is most beneficial. It also notes that children learn more efficiently if they are motivated by social engagement, such as working in groups and contributing to the community.

As per the research of Cenic and Petrovic (2019), the researchers discuss the importance of motivation in the learning process, emphasizing that it is a key factor in successful knowledge acquisition. It highlights the role of both intrinsic and extrinsic motivation, with intrinsic motivation being particularly important as it is linked to a student's inherent desire to learn. The study also notes the influence of social factors and the learning environment on motivation, suggesting that a supportive and engaging environment can enhance learning.

Extrinsic Motivation

The impact of extrinsic motivation on academic performance varies depending on the degree of intrinsic motivation among students. Specifically, highly intrinsically motivated students experience negative consequences on their academic performance, whereas students with low intrinsic motivation benefit from extrinsic motivation (Liu, et al, 2020).

Extrinsic motivation can function as a means of inspiring students to participate in activities they might perceive as unenjoyable, whereas the development of intrinsic motivation is facilitated by fostering personal accountability and encouraging positive learner qualities (Pedrotti, 2017).

Novita and Sutantoputri (2009) suggest that teachers can foster students' mastery and achievement motivation by employing external incentives and cultivating positive expectations.

Cognitive Domain

In a study conducted by Santos (2015) in the Philippines, the author explored the cognitive aspects of motivation and its influence on students' academic engagement. The results emphasized the need for intrinsic cognitive motivation to maintain focus and engage students in class. This study found that to improve overall engagement, it is critical to match instructional strategies with students' cognitive needs.

Garcia (2018) examined the high school students in the Philippines' cognitive aspects of motivation. Students' cognitive engagement was found to be positively correlated with clearly

defined academic goals in the research that examined the role of goal setting in stimulating cognitive processes. The focus of this local study was on how educators can improve cognitive motivation and, in turn, classroom engagement by incorporating goal-oriented approaches.

Reyes (2020) examined how culturally distinct motivating factors affect students' cognitive development in the Philippines. The study emphasized the impact of cultural values on cognitive engagement and the need for competence and autonomy in energizing students to actively engage in cognitive tasks in a classroom setting.

The cognitive aspects of motivation have been consistently highlighted by American researchers for decades, as evidenced by Pintrich's (2003) work. Goal orientation, self-regulation, and cognitive strategies all play a part in determining students' engagement, according to Pintrich's research. The significance of comprehending cognitive processes to improve motivation and, in turn, engagement in educational settings is highlighted by this foreign literature.

A comprehensive framework for comprehending cognitive aspects of motivation has been provided by Ryan and Deci's (2000) Self-Determination Theory, which has been thoroughly researched in several international contexts, including the United States and Europe. Through their work, they highlight the universality of these psychological needs and clarify how autonomy, competence, and relatedness drive cognitive engagement.

An investigation into the cognitive aspects of motivation was conducted in Australia by Wang and Holcombe (2010), who specifically focused on the influence of teacher-student relationships. This literature emphasized the social-cognitive components of motivation overall, and how important it is for teachers and students to have positive interactions to foster cognitive engagement.

Affective Domain

The study by Cruz (2017) examined the affective aspects of student motivation and how it affects participation in the classroom in the Philippine setting. To create a favorable learning environment and increase affective engagement among Filipino students, the research focused on the importance of positive emotional experiences.

Santos and Reyes (2019) investigated the relationship between students' intrinsic motivation and emotional well-being by looking at the affective components of motivation in a study done in the Philippines. A reciprocal relationship between positive affective states and sustained motivation which in turn affects students' affective engagement in the classroom was highlighted by the findings.

Garcia (2021) examined the effects of teacher-student relationships on affective motivation and classroom engagement in a study centered on Filipino elementary students. The study

emphasized how crucial it is for teachers and students to have constructive and encouraging interactions to create a positive effective climate that increases student engagement.

The research conducted in the United States by Fredricks, Blumenfeld, and Paris (2004) shed light on the affective aspects of student engagement. Their findings highlighted the value of interest, an essential affective component of motivation, in encouraging students to participate consistently in-class activities. The impact of affective engagement can be increased by comprehending and utilizing students' interests.

The study conducted by Pekrun et al. (2011) investigated the function of emotions in educational environments in Germany. The impact of both positive and negative emotions on students' motivation and engagement was highlighted in this foreign literature. To establish emotionally supportive learning environments, educators must acknowledge the affective complexity of motivation.

In Chen's (2017) cross-cultural study, students from China and the US investigated the affective domain of motivation in various cultural contexts. To comprehend and promote positive affective experiences in the classroom, context-specific approaches are necessary, as suggested by the findings, which highlighted the cultural variability in the relationship between affective motivation and engagement.

Psychomotor Domain

In the Philippines, Reyes, and Cruz (2018) investigated the psychomotor components of student motivation and how it affects participation in the classroom. The study examined the connection between students' motivation levels and their physical participation in class activities, and it made clear how important it is to include psychomotor components to increase engagement. Santos (2016) studied Filipino primary schools to find out how motor skills affect students' engagement. According to the findings, teachers should use kinesthetic activities to increase student motivation and engagement as psychomotor development plays a significant role in encouraging students to actively participate in class activities.

Garcia and Reyes (2020) looked at the psychomotor aspects of motivation and how much students' motivation in the Philippines was impacted by experiential learning. The study found a positive relationship between motivation and psychomotor engagement, indicating that adding physical activities to the curriculum can make students more engaged.

Regarding the United States, Stodden et al. (2008) addressed the connection between academic engagement and physical activity. They found a correlation between enhanced physical engagement and better motivation and attentiveness in the classroom, as well as a favorable effect of regular physical activity on psychomotor development.

According to Tomporowski et al. (2015) in Australia investigated how exercise helps children develop their psychomotor skills and academic engagement. According to the findings, there is a reciprocal relationship between physical activity and improved psychomotor skills, which in turn leads to higher classroom engagement. The incorporation of physical activities as a strategy to increase overall student motivation is supported by this foreign literature.

Chen and Zhang (2018) investigated the psychomotor components of motivation in students from China and the US in a cross-cultural study. The study emphasized cultural variations in the encouragement of physical activity and its effect on motivation, underscoring the necessity of context-specific tactics to improve the psychomotor aspects of student engagement.

Classroom Engagement

Tan and Santiago's (2017) study in the Philippines investigated the connection between classroom engagement and teacher-student relationships. The results demonstrated how important it is for teachers and students to have positive interactions to create a supportive learning environment that in turn increases students' general participation in class activities.

Santos and Reyes (2018) investigated how teaching strategies affected high school students in the Philippines' ability to participate in class. Increased student engagement and dynamic instructional approaches are positively correlated, according to research on the efficacy of interactive teaching strategies. This local study highlighted the role that pedagogical practices play in influencing students' engagement in the classroom.

A study by Garcia (2019) looking at how technology can improve student engagement in the classroom was conducted in the Philippines. According to the research, students' motivation and level of active participation were positively impacted by the incorporation of digital tools into the classroom. The present research emphasized the applicability of technology in the Philippine educational context to promote student engagement in the classroom.

The American research of Fredricks, Blumenfeld, and Paris (2004) made a significant contribution to our knowledge of student engagement in the classroom. Their study highlighted the complex interplay between behavioral, emotional, and cognitive aspects of engagement. This international literature offered a thorough framework for evaluating and improving students' general participation in the classroom.

In their 2009 study, Skinner, Kindermann, and Furrer examined the affective and behavioral aspects of teacher-student relationships in relation to classroom engagement. The study emphasized the value of good teacher-student relationships in establishing a nurturing environment that encourages student participation in the educational process.

The study conducted by Wang and Eccles (2012) investigated the cultural variations in student engagement across nations like China, Japan, and the US. This literature emphasized how

cultural elements impact students' perceptions of engagement and how crucial it is to take cultural nuances into account when creating interventions to improve engagement in the classroom.

In conclusion, the integration of studies conducted in the cognitive, affective, and psychomotor domains offers a thorough comprehension of the complex relationship that exists between motivation and student participation in the classroom. It emphasizes the significance of having a comprehensive grasp of motivation across domains to develop strategies that will effectively raise student engagement in the classroom.

II. Methodology

The research design utilized in this study adopted a quantitative approach to systematically investigate the impact of motivation on the classroom engagement of high school students. In accordance with the findings of Creswell and Creswell (2017), a quantitative design allows the researcher to gather and analyze numerical data, facilitating the identification of patterns, trends, and statistical relationships. This approach is of utmost importance when evaluating the measurable impact of motivation on student engagement in the classroom environment.

Creswell and Creswell (2017) argue that a quantitative research design is ideally suited for examining differences across variables. Considering the objective of this study to explore potential variations in the impact of motivation on student's classroom engagement across various profile variables, a quantitative approach provides a comprehensive framework for conducting statistical analyses and deriving meaningful conclusions.

To effectively assess the impact of motivation on the classroom engagement of high school students, this study adopted the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991). This instrument has undergone extensive testing and validation in various educational environments, rendering it a dependable choice for evaluating motivation across the cognitive, affective, and psychomotor domains. Pintrich et al. (1991) emphasize the MSLQ's capacity to capture the multifaceted nature of motivation, encompassing intrinsic goal orientation, self-efficacy beliefs, and task value.

When investigating the potential differences in the impact of motivation across different profile variables, the MSLQ presents a comprehensive tool for collecting nuanced data on students' motivation and its relationship with classroom engagement.

III. Results and Discussion

Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents. It is presented that there are 130 male respondents which is 57.78% and 95 female respondents which is 42.22%. Among the different clubs they are part of, the Boy Scouts of the Philippines (BSP) has the highest representation, with 131 members (58.22%). The Girl Scout of the Philippines (GSP) follows closely behind with 90 members (40%). Despite most being in BSP and GSP, smaller groups engage in clubs like the Supreme Secondary Learner Government (SSLG) and the Youth for Environment in School Organization (YES-O), each representing 2.22% and 2.67%, respectively. In terms of extracurricular activities, a considerable number of respondents participate in Cultural and Arts Activities (33.33%) and Leadership and Youth Development Programs (32%), with Sports Competitions also seeing notable engagement (30.67%). When it comes to co-curricular activities, School Clubs and Career and Technical-Vocational Livelihood (TVL) Programs are the most popular choices, with each having a participation rate of 22.67%. In terms of parental educational achievements, most mothers (32.44%) and fathers (37.33%) have completed high school. On the other hand, 68 or 30.22% of the mothers finished vocational education while 65 or 28.89% of the fathers finished it. In addition, there are only 25.78% of the mothers and 21.78% of the fathers have attained a college degree. Financially, the majority of respondents (40%) belong to families earning "20,001 php and above" monthly, while the smallest group (4.89%) comes from families earning "Below 5,000 php."

Table 1:
Profile of the Respondents

Respondents' Profile	Category	F *n=225*	%
Sex	Male	130	57.78
	Female	95	42.22
Club/Organization	Supreme Secondary Learner Government (SSLG)	5	2.22
	Youth for Environment in School Organization (YES-O)	6	2.67
	Barkada Kontra Droga (BKD)	3	1.33
	Boy Scout of the Philippines (BSP)	129	57.33
	Girl Scout of the Philippines (GSP)	91	40.44
	Meraki Society	4	1.78
	ABM Aces	5	2.22
Extra-Curricular Activities	Sports Competitions	69	30.67
	Cultural and Arts Activities	75	33.33
	Science and Technology Competitions	20	8.89
	Academic Contests	58	25.78
	Leadership and Youth Development Programs	69	30.67
	Community Service and Outreach	55	24.44
	Technology and Innovation	23	10.22
	Career and Technical-Vocational Livelihood (TVL) Activities	50	22.22

Co-Curricular Activities	School Publications	43	19.11
	School Clubs	51	22.67
	Language and Communication Activities	45	20.00
	Math and Science Competitions	28	12.44
	Literary and Writing Activities	34	15.11
	Career and Technical-Vocational Livelihood (TVL) Programs	47	20.89
	Entrepreneurship Programs	42	18.67
	Information Technology Programs	27	12.00
	Environmental and Civic Activities	57	25.33
	Sports and Physical Education Programs	35	15.57
	Social Studies and History Activities	40	17.78
Mother's Educational Attainment	Elementary	23	10.22
	High School	73	32.44
	Vocational	68	30.22
	College Graduate	58	25.78
	Others	3	1.33
Father's Educational Attainment	Elementary	23	10.22
	High School	84	37.33
	Vocational	65	28.89
	College Graduate	49	21.78
	Others	4	1.78
Monthly Family Income	Below 5,000 php	11	4.89
	5,001 php – 10,000 php	36	16
	10,001 php – 15,000 php	38	16.89
	15,001 php – 20,000 php	50	22.22
	20,001 php and above	90	40

Extent of Teachers' Motivational Approaches on Students' Classroom Engagement

Table 2 shows the summary of the extent of teachers' motivational approaches to students' classroom engagement varies across different domains. The cognitive approach has an overall weighted mean of 3.49, which is described as "S" (Satisfactory) and interpreted as high. The affective approach has an overall weighted mean of 3.50, described as "SA" (Strongly Agree), indicating a very high level of engagement. Lastly, the psychomotor approach has an overall weighted mean of 3.45, also described as "S" (Satisfactory) and interpreted as high.

Table 2:
Summary Table for the Extent of Teachers' Motivational Approaches on Students' Classroom Engagement

Motivational Approaches	Overall Weighted Mean	Descriptive Equivalent	Interpretation
Cognitive	3.49	S	High
Affective	3.50	SA	Very High
Psychomotor	3.45	S	High

Legend Weighted Mean	Descriptive Equivalent	Interpretation
3.50-4.00	Strongly Agree (SA)	Very High (VH)
2.50-3.49	Agree (A)	High (H)
1.50-2.49	Disagree (D)	Low (L)
1.00-1.49	Strongly Disagree (SD)	Very Low (VL)

Extent of Motivation on Students' Classroom Engagement

Table 3 presents the summary of the extent of motivation in students' classroom engagement is consistently high across different indicators. The cognitive indicator has an overall weighted mean of 3.48, described as "S" (Satisfactory) and interpreted as high. Similarly, the affective indicator has an overall weighted mean of 3.43, also described as "S" and interpreted as high. The psychomotor indicator has an overall weighted mean of 3.44, with the same descriptive equivalent of "S" and interpretation of high. This indicates that all three motivational indicators—cognitive, affective, and psychomotor—contribute significantly and similarly to high levels of student engagement in the classroom.

Table 3:
Summary Table for the Extent of Motivation on Students' Classroom Engagement

Indicators	Overall Weighted Mean	Descriptive Equivalent	Interpretation
Cognitive	3.48	S	High
Affective	3.43	S	High
Psychomotor	3.44	S	High

Legend

Weighted Mean	Descriptive Equivalent	Interpretation
3.50-4.00	Strongly Agree (SA)	Very High (VH)
2.50-3.49	Agree (A)	High (H)
1.50-2.49	Disagree (D)	Low (L)
1.00-1.49	Strongly Disagree (SD)	Very Low (VL)

Significant Difference in the Impact of Motivation on Students' Classroom Engagement across their Profile Variables

Table 4 shows the ANOVA outcomes that explore how motivation impacts students' engagement in the classroom across various indicators and profile variables. The Cognitive Indicator (CI) results in an F-value of 0.000 and a p-value of 0.997, indicating no significant gender discrepancies in motivational influence. Likewise, the Affective Indicator (AI) displays an F-value of 0.011 and a p-value of 0.915, demonstrating no notable gender differences. The Psychomotor Indicator (PI) shows a slightly higher variance between groups (F-value 1.608, p-value 0.206), hinting at a pattern in physical activity engagement, yet it lacks statistical significance. Overall, the minimal diversity in motivational impact between genders leads to the acceptance of the null hypothesis for CI, AI, and IM, while acknowledging the observed trend in PI.

Significant variations emerge when examining the influence of motivation across school clubs or organizations. The Cognitive Indicator (CI) reveals an F-value of 4.398 and a p-value of 0.037, signifying substantial motivational distinctions among school clubs. The Affective Indicator (AI) also demonstrates significance with an F-value of 3.497 and a p-value of 0.041. Nevertheless, the Psychomotor Indicator (PI) (F-value 3.497, p-value 0.063) and the overall impact

of motivation (IM) (F-value 1.260, p-value 0.263) do not exhibit significant disparities, emphasizing the importance of extracurricular activities in grasping motivational effects.

Upon analyzing co-curricular activities, no significant differences in motivation's impact on classroom engagement are evident for the Cognitive (CI, p-value 0.571), Affective (AI, p-value 0.149), or Psychomotor (PI, p-value 0.165) Indicators. However, a potential variance in overall engagement is recognized (F-value 2.737, p-value 0.067), suggesting some variations in how co-curricular activities affect overall student motivation and engagement, despite the lack of statistical significance.

Family background elements unveil interesting trends. Maternal educational attainment does not significantly impact any engagement indicator, whereas paternal educational attainment notably influences the Affective Indicator (AI, F-value 7.251, p-value 0.000). Family income significantly affects affective engagement (AI, F-value 5.129, p-value 0.001) but not cognitive or psychomotor aspects. These results indicate that while cognitive, psychomotor, and overall engagements remain unaffected, affective engagement is notably influenced by paternal education and family income, emphasizing the necessity to address socioeconomic gaps in educational interventions.

Table 4:
Significant Difference in the Impact of Motivation on Students' Classroom Engagement across their Profile Variables

Profile Variables	CI		AI		PI		Overall IM	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Sex	.000	.997	.011	.915	1.608	.206	.429	.513
School Clubs/Organizations	4.398	.037	4.243	.041	3.497	.063	1.260	.263
Extra-Curricular Activities	.642	.527	2.073	.128	1.070	.345	3.250	.041
Co-Curricular Activities	.562	.571	1.921	.149	1.814	.165	2.737	.067
Mother's Educational Attainment	.634	.639	1.338	.257	.918	.454	1.265	.285
Father's Educational Attainment	1.764	.137	7.251	.000	.927	.449	1.251	.290
Family Monthly Income	1.753	.139	5.129	.001	1.689	.153	2.722	.030

Significant Relationship between the Students' Classroom Engagement along the School Clubs/Organizations, Extra-Curricular Activities, and Co-Curricular Activities

Table 5 presents that there exists a significant relationship between students' classroom engagement and their participation in School Clubs/Organizations, extracurricular activities, and Co-Curricular Activities. The table provides Pearson correlation coefficients along with their significance levels (2-tailed) and sample sizes which is N=225 for all.

For the Cognitive Indicator (CI), there is a positive significant correlation with School Clubs/Organizations ($r = .139$, $p = .037$), while Extra-Curricular Activities and Co-Curricular Activities show negative non-significant correlations ($r = -.075$, $p = .264$ and $r = .070$, $p = .294$ respectively).

Regarding the Affective Indicator (AI), there is a negative significant correlation with School Clubs/Organizations (r = -.137, p = .041), while Extra-Curricular Activities and Co-Curricular Activities show negative non-significant correlations (r = -.129, p = .054 and r = -.025, p = .708 respectively).

For the Psychomotor Indicator (PI), no significant correlations are observed with any of the activities. The Pearson correlation coefficients are negative but non-significant for School Clubs/Organizations and Extra-Curricular Activities (r = -.124, p = .063 and r = -.098, p = .144 respectively), while a positive non-significant correlation is observed with Co-Curricular Activities (r = .051, p = .443).

In terms of the Overall Impact of Motivation (Overall IM), there is a negative significant correlation with extracurricular activities (r = -.168, p = .012), while no significant correlations are observed with School Clubs/Organizations and Co-Curricular Activities (r = -.075, p = .263 and r = .050, p = .452 respectively).

Table 11:
Significant Relationship between the Students' Classroom Engagement along the School Clubs/Organizations, Extra-Curricular Activities, and Co-Curricular Activities

Correlations		School Clubs/Organizations	Extra-Curricular Activities	Co-Curricular Activities
CI	Pearson Correlation	.139*	-.075	.070
	Sig. (2-tailed)	.037	.264	.294
	N	225	225	225
AI	Pearson Correlation	-.137*	-.129	-.025
	Sig. (2-tailed)	.041	.054	.708
	N	225	225	225
PI	Pearson Correlation	-.124	-.098	.051
	Sig. (2-tailed)	.063	.144	.443
	N	225	225	225
Overall IM	Pearson Correlation	-.075	-.168*	.050
	Sig. (2-tailed)	.263	.012	.452
	N	225	225	225

*. Correlation is significant at the 0.05 level (2-tailed)

IV. Conclusion

Based on the study's findings, the following conclusions were made:

1. The demographic profile shows a male majority actively involved in the Boy Scouts of the Philippines and extracurricular activities, with parents having high school or vocational education and families earning over 20,001 PHP monthly.
2. Teacher motivational methods effectively ignite curiosity, foster active participation, and develop practical skills, creating a positive learning environment.
3. Motivation significantly influences cognitive, emotional, and psychomotor learning, enhancing learning strategies, emotional well-being, and practical skills.

4. Emotional engagement varies with paternal education levels, highlighting the impact of family background. Gender, extracurricular activities, maternal education, and family income consistently or variably affect cognitive, emotional, and psychomotor engagement, indicating the need for tailored student support strategies.
5. Participation in school clubs enhances cognitive engagement but reduces affective engagement; extracurricular activities decrease overall motivation, and co-curricular activities do not significantly affect classroom engagement.

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