

Level of Students' Motivation and Engagement: Basis for an Enhanced Intervention to Promote Students' Learning

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Abstract— The level of motivation and engagement was looked into in this study in order to build the foundation of an enhanced intervention that can improve students' learning. This explanatory sequential research involved 45 Grade 10 learners, selected through convenience sampling and 10 subject teachers of St. Louise de Marillac School of Bulan, Inc. The Students' Learning Motivation and Engagement Tool was given to the students to rate themselves on their level of motivation and engagement. A focused group discussion with the teachers was conducted to determine how students' level of motivation and engagement influence learning loss, the challenges teachers have in implementing their intervention, and a recommendation for an enhanced intervention to improve students' learning.

The level of motivation and engagement of Grade 10 learners was revealed in this study. In terms of motivation, six or 13% of the student participants are on the very high level, majority of students which is 35 or 78% are on the high level, and 4 or 9% of the student participants are on the moderate level of motivation in their learning. Engagement levels are on moderate to high levels, where one or 2% of the student respondents are on the very high level, 26 or 58% of the student respondents are on the high level and 18 or 40% of the student respondents are on the moderate level. Teachers have implemented various strategies to improve motivation and engagement in the classroom such integration of engaging activities in the classroom, making lessons relatable to real-life situations, coaching and mentoring, brain breaks, and technology integration. While these strategies can be challenging to implement due to students' learning styles, students' varied needs, limited resources, absenteeism; and learning gaps they have somehow proven effective in enhancing student engagement. Thus, teacher upskilling, stakeholder partnerships and guidance counseling, and are all part of the enhanced intervention to increase learners' motivation and engagement and support student learning.

Keywords— motivation, engagement, learning loss, intervention

I. INTRODUCTION

Students' motivation and engagement in learning are two essential elements for students to succeed academically. When students are motivated and engaged, they are more likely to attend class, participate in discussions, complete their written and performance tasks and exhibit positive attitudes towards school. Enhancing students' interest and engagement in the classroom through interventions is essential in improving academic performance and creating a supportive learning environment. Teachers can prove to be extremely helpful in establishing classroom environments where students are naturally motivated, engaged in learning, and empowered to succeed by putting into practice interventions that address the different needs of their students.

The state of the country's educational system is consistently being challenged over the years. This reality was evident in the Programme for International Student Assessment (PISA) results in 2018. Fifteen-

year-old students in the Philippines scored lower in reading, mathematics, and science than those in most of the countries and economies that participated in PISA 2018. Over 80% of students in the Philippines did not reach a minimum level of proficiency in reading, which was one of the largest shares of low performers amongst all PISA-participating countries and economies, (OECD, 2019). The PISA 2022 Results showed that we were still below average in our performance in mathematics, reading, and science. In mathematics, only 16% of students in the Philippines attained Level 2 in proficiency while the OECD average was at 69%. Over 85% of students in Singapore, Macao (China), Japan, Hong Kong (China), Chinese Taipei, and Estonia performed at this level or above. In reading, some 24% of students in the Philippines attained Level 2 or higher in reading OECD average was at 74%. In science, some 23% of students in the Philippines attained Level 2 or higher in science, OECD average was at 76%. Almost no students in the Philippines were top performers in these three learning areas, (OECD, 2023).

In the most recent report of the Philippine Business for Education (PBE) last June 2023 (Raagas, 2023), the four most pressing issues in our educational system are mental health, lack of teacher support, mass promotion of students, and lack of proper assessment. Mental health issues for both students and teachers should have been taken seriously. The lockdowns in the time of the pandemic have caused stress and anxiety due to a lack of socialization among students and the burden for teachers to do both online and face-to-face classes. Teachers were unable to teach due to the non-teaching workloads that they needed to comply with. Another pressing concern was the mass promotion of students. Participants from the research conducted by PBE unanimously agreed that one of the main causes of poor student learning outcomes was the implicit but common practice of automatic or mass promotion of students. The association of the learning outcomes to school and teachers' performance was putting pressure on teachers to promote their students to the next level regardless of their grades and competencies. Lastly, the lack of proper assessment was a major concern in addressing learning loss. The timing of these assessments to provide intervention and remediation to students was nullified since the results often become a competition for recognition of high-scoring schools. Low scores should not be viewed as shortcomings but as inputs for the needed interventions.

The Philippine education system is long-suffering by incapacitating challenges, including: rising dropout rates and out-of-school rates, worsening teacher shortages, and a chronic lack of resources. At the same time, the system is weighed down by an organizational structure that can be described as a dysfunctional bureaucracy (Reyes, 2015). The crisis in education in the country can be a contributing factor to the lack of motivation and engagement on the part of the students. It is discouraging to know that regardless of the level of effort they put into learning, they will still be promoted to the next level. The failure of the educational system to properly address the concerns on mental health is leaving our students in a state of depression, anxiety, and being bullied. Teachers who are overworked, underpaid, and unmotivated cannot properly give the motivation the student needs to be engaged in the classroom.

The level of motivation and engagement of students in learning impacts the students' capacity to learn. When students are motivated and engaged, they participate in class, retain relevant information, and achieve their

goals and objectives. However, it can be difficult for students to maintain their motivation and interest in their studies in a fast-paced and competitive learning environment. Therefore, teachers need to understand the importance of students' motivation and engagement and implement different strategies to sustain these qualities in their students.

Motivation as defined by Study.com (2024) "is an internal desire or willingness to do something. It is what encourages people to set goals and then take action to work toward achieving those goals." It fuels student's actions and behaviors. It is what encourages them to learn, set goals, and try their best despite the challenges. Students who are motivated have a positive attitude toward learning, they take ownership of their education and have a growth mindset. On the other hand, lack of motivation can lead to disinterest, laziness, and even dropping out of school. Therefore, educators need to create an environment that is motivating for their students.

Apart from motivation, engagement is also an important factor in the student's learning journey. The Glossary of Education Reform (2024) defined student engagement as "the degree of attention, curiosity, 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." It also refers to the level of involvement a student has in their learning. When students are actively engaged in their studies, they are more likely to retain information and develop critical thinking skills. On the other hand, the lack of engagement can lead to boredom, disconnection, and a decline in academic performance.

Teachers can use a range of instructional techniques to accommodate students' diverse learning preferences and increase student engagement. For instance, collaborative projects, practical exercises, and visual aids can all be used to keep students interested in what they are studying. Teachers can also give students options and chances for self-directed learning, which can raise their engagement and sense of accountability for their education.

Technology is becoming a useful instrument for encouraging student participation as well. With the growth of online education, teachers may now construct dynamic and captivating lessons with a variety of digital tools and platforms. This can include interactive and

engaging learning environments for students through gamification and online discussion boards.

Addressing these factors for students to improve their marks and to narrow the learning gap is important not only because it will help them transition to their next level of education but also will help the nation's long-term economic status. Students need to be motivated and engaged to fuel their interest in learning. When we improve the educational performance of our students, the number of future eligible professionals and businessmen will most likely improve in the future. Thus, giving the country a fair share of excellent and innovative minds to help contribute to the nation's economic growth.

Research has shown that the evidence of having low or poor-performing students in every school system has been consistent. It is also just to say that even before, teachers have been providing the necessary interventions needed for their students to improve their performance. Teachers and administrators must explore the issues to offer practical solutions. Taking care of its underlying cause may be one of them. Taking into consideration, students' behavior.

Motivation and engagement are two essential elements of learning. They are interrelated and have a huge impact when it comes to learning. To stay up to date with the ever-evolving world of today, where information and skills are always changing, one must be highly motivated and actively engaged in their education. Positive relationships that teachers establish with their students are also important. When students perceive their teachers to be understanding, supportive, and appreciative, students are more likely to be driven and involved in their studies. Teachers can accomplish this through fostering a secure and welcoming learning environment, genuinely caring about their students, and offering emotional support.

St. Louise de Marillac School of Bulan, Inc. in Bulan, Sorsogon has responded to the needs of its stakeholders. With the resources available to their teachers and students, they were able to implement Online Distance Learning and Modular Distance Learning Modalities. The schools adopted the synchronous and asynchronous modes of learning through the different platforms that were accessible to teachers and students. Online platforms such as Zoom and Google Meet meetings for online classes, social

media platforms like Facebook Groups and Messenger for communicating with parents and students, a learning management system for asynchronous learning, and video lessons were also provided by teachers as an added aid for better understanding of their lessons, and many other online applications that helped make learning accessible and meaningful to the learners. For learners who have limited access to the internet and gadgets, digital and printed self-learning modules were still an option. There was no transition when they adapted to the distance learning modality, and even though face-to-face classes resumed gradually, their prolonged confinement in their homes and limited interaction with their peers, compromised their social health.

With the resumption of face-to-face classes, students were enthusiastic to return to their classrooms. They were eager to meet their classmates after two years of distance learning. It was not a smooth transition though. Students cannot go back as if nothing had happened. The reality, however, will surface when teachers determine their low-performing students. They would have to intervene to regain their motivation to learn. It may start by asking simple probing questions as to how his students were doing and then asking what difficulties they were having. From there, the teacher can assess what type of intervention he will use that will fit the needs of a particular student. Positive feedback, on the other hand, can also be given to students who are performing well in their studies. This will give them the motivation they need to keep up with what they are doing. Appreciation and commendation were essential in those times when our students were striving to continue learning despite the challenges the pandemic had brought us.

II.OBJECTIVES

This study was conducted so that teachers can determine the level of students' motivation and engagement. Given the challenges that teachers are facing in our educational system, they must still ensure that the students are motivated and engaged so that learning can happen. It was focused on determining the level of motivation and engagement among learners in Junior High School at St. Louise de Marillac School of Bulan, Inc., Bulan, Sorsogon. It also included the different types of employed interventions used by the teachers to address motivation and engagement. In addition, this research also determined the level of effectiveness and the impact of these employed interventions on students' learning.

Furthermore, this study aims to provide the foundation for an improved intervention that would support students' learning in order to propose an enhanced intervention to promote students' learning.

III. METHODOLOGY

This research used the mixed method of research. The mixed method involved the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypothesis, (Cresswell, 2017). It employed the explanatory sequential design which is according to Subedi (2016), consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. In this study, question 1 is quantitative and the rest are qualitative, thus the explanatory sequential design became appropriate.

Both the quantitative and qualitative data were collected by the researcher and analyzed independently. A printed survey questionnaire was used for the Grade 10 participants. The students were selected through convenience sampling. Convenience sampling is a non-probability sampling method where data is collected from an easily accessible and available group of people (Simkus, 2023). The sample is made up of individuals who are most conveniently accessible to the researcher rather than people who are most representative of the population as a whole. The sample is chosen by the researchers rather than drawn at random, not every person in the population has an equal chance of being included in the study, this is known as non-probability sampling. They were given the background of the research, and the invitation to participate, and explained to them the contribution that they would be making to the improvement of the learning process.

A focused group discussion was organized for teachers, the participants received the focus group discussion guide questions with an introduction outlining the goals of the study and an invitation to take part in it. The goal and purpose of the study were discussed. Informed consent was signed by the teachers before the discussion

itself to make them fully aware of their role as participants. In addition, they were also informed that their responses would remain confidential and that the results would only be treated with confidentiality.

The participants of the research were 45 Grade 10 students and 10 subject teachers of St. Louise de Marillac School of Bulan, Inc. in Bulan, Sorsogon for the school year 2023-2024. The researcher used convenience sampling and were chosen based on their accessibility and availability. The teachers handling all ten subjects in the grade 10 level were also participants in the study.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed, and interpreted by the researcher based on the objectives of the study. Mean, frequency count, rank and thematic analysis were also used.

1. Level of motivation and engagement of students in learning

To determine the level of motivation of students in learning, a motivation level indicator tool was administered to selected Grade 10 students. This section provided the students' self-rating on the four domains of motivation and engagement.

The domains of motivation that were looked into include intrinsic, extrinsic, social, and achievement. Intrinsic motivation is the force that drives students to engage in activities for their satisfaction and enjoyment, rather than for external rewards while extrinsic motivation is the actions or behaviors that are driven by external factors such as rewards, praise, and recognition. While the drive or desire that students have to participate in social activities, interact with their peers, and build relationships is known as social motivation, achievement motivation refers to the drive or desire to succeed and excel in academic or personal pursuits. These four motivational domains, according to the researcher, serve as indicators for measuring an individual's level of motivation.

Table 1.1 Level of Motivation

Level of Motivation	Frequency	Percentage (%)
Very High (4.60 – 5.00)	6	13
High (3.60 – 4.59)	35	78
Moderate (2.60 – 3.59)	4	9
Low (1.60 – 2.59)	0	0
Very Low (1.00 – 1.59)	0	0

Total	45	100
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Table 1.1 shows that 6 or 13% of the student participants are on the very high level, 35 or 78% of the student participants are on the high level of motivation, and 4 or 9% of the students are on the moderate level of motivation in their learning. Majority of students who participated in the survey have high levels of motivation. This demonstrates the students' strong desire to succeed in their academic endeavors. While some 13% of the participants exhibited a very high motivation level, 9% were on a moderate level. Overall, the survey's results were favorable given that the majority of students fall into the high-level category. This indicates that students have the right attitude, emotions, and beliefs about learning as well as a genuine desire to learn.

The students' level of engagement also consists of four domains, behavioral, emotional, social, and cognitive engagement.

While emotional engagement involves their feelings, interests, and motivation toward their studies, behavioral engagement refers to the student's level of involvement, participation, and effort put into their studies. Social engagement, on the other hand, refers to the interactions of students with their peers, teachers, and the learning environment, whereas, cognitive engagement involves students' mental efforts and strategies they use to learn. The level of students' engagement was determined using these domains.

Table 1.2 Level of Engagement

Level of Engagement	Frequency	Percentage (%)
Very High (4.60 – 5.00)	1	2
High (3.60 – 4.59)	26	58
Moderate (2.60 – 3.59)	18	40
Low (1.60 – 2.59)	0	0
Very Low (1.00 – 1.59)	0	0
Total	45	100

Table 1.2 presents that 1 or 2% of the student participants displayed a very high level of engagement in his learning, 26 or 58% are on the high level of engagement, and 18 or 40% of the student participants are on the moderate level. More than half of the students who participated in the survey had high levels of engagement. This reveals the students' high level of involvement and participation in their learning process. Nearly half or 40% of them were on a moderate level, and 2%, or one of them were on a very high level. Generally, the survey's findings were considered satisfactory since over half of the students in the survey are classified on high levels of engagement. This specifies that the students were prepared to involve, contribute, and work hard in the learning process.

education. Nayir (2017) conducted a research on the relationship between student motivation and class engagement levels and it was found out that after examining the learning orientations of the students, they mostly adopted mastery-focused learning, which was followed by performance-avoidance oriented and performance-oriented learning methodology. Upon examining the analysis based on variables, a notable distinction was observed concerning gender, type of school, and score. According to the study's findings, mastery-oriented learning significantly predicts every aspect of student engagement in the classroom.

A relevant connection between motivation and engagement levels was revealed in the administration of the Students' Level of Motivation and Engagement Tool. The majority of students exhibited high levels of motivation and engagement. However, when measured, the level of engagement decreased. This demonstrates that although students possess the proper attitude and mindset to learn, they were somehow not completely committed to engaging and participating in their

Grade 10 students of St. Louise de Marillac School of Bulan, Inc. range from high to very high on motivation levels while they were noted at moderate to high on the engagement level. Students were highly motivated, however there was a decline in their engagement level. In relation to the previous study, students preferred to have a mastery on the subject matter before they can be fully engaged and participate in class activities.

2. How the Students' Level of Motivation and Engagement Influence Learning Loss

The level of motivation and engagement exhibited by students is one of the main elements that leads to learning loss. These two factors work together and are essential to a student's performance in the classroom. Students' learning is severely impacted and learning loss results when they lack motivation and engagement. The ability of students to learn has been significantly impacted by the decrease in motivation and engagement.

Students who lack motivation have little desire to learn, which can lead to a lack of effort and enthusiasm in their academic pursuits. Comparably, disengaged students are less likely to participate actively in class and pay attention, which hinders their ability to comprehend and retain the information being taught. Teachers have discussed how learning loss is influenced by motivation and engagement levels.

The presence of learners who have moderate to low levels of motivation and engagement as reflected in the previous Tables signals their vulnerability to be succumbed to learning loss. Probing the realities of how the students' level of motivation and engagement influence learning loss is a mechanism of unveiling an emerging set of factors that contributes to learning crises.

Early Detection of Demotivated and Disengaged Learners. Early detection of disengaged and demotivated students is essential because it enables immediate intervention to prevent the problem from getting worse. Prevention is always preferable to intervention, and this also holds for education. Students can overcome these challenges and continue their education by determining and resolving the underlying causes of demotivation and disengagement. While low student engagement in secondary school classes is a critical global issue that is becoming more and more apparent, the necessary emphasis should be on potential solutions. Educators concentrate on the learning environment because it has the greatest direct impact on students' participation and can counteract the effects of biology, culture, the community, and the home (Fredricks, et. al. 2019).

Students' Low Enthusiasm. First, it's critical to recognize that students' emotional well-being has a direct impact on how enthusiastic they are about

learning. Students are more likely to retain information and participate fully in class when they are interested and engaged in the subject. Students' lack of enthusiasm may have a variety of causes. It may result from not being knowledgeable enough about the subject, feeling overwhelmed, or just not being interested in it. Low enthusiasm can occasionally also be caused by external factors including peer pressure, family issues, or personal concerns. Whatever the cause, there will always be a negative impact on learning.

In a study conducted by Hai, et. al. (2023) on "pre-class preparation", students should be fully aware of the reasons why pre-class preparation is either obligatory or optional in order to increase their enthusiasm for it. Students can effectively prepare for pre-class by using self-set standards like setting daily goals, organizing their personal lives, and motivating themselves to schedule time for learning (reading texts from hard copies and soft copies, watching relevant videos, or listening to course-related audios). The teacher should create an engaging, gratifying, and stimulating learning environment to encourage students to do pre-class preparation. Students' enthusiasm for pre-class preparation may be increased by interesting and methodical course designs with clear instructions, sources and links to reading materials, peer support and supportive teamwork (when and where needed), and ongoing guidance from the course instructor. These students' self-stated standards and extrinsic motivators would open the door to deep learning and mastery objectives. It is crucial to remember that for learning to take place, students must be sufficiently engaged.

Students' Low Participation and Involvement in Class. Students typically put little effort into their studies when they are not passionate about learning. They may not finish projects or assignments, engage in class discussions, or raise questions when they cannot understand something. As a result, the subject matter is not practiced or reinforced, which may result in learning loss. Active student participation in the learning process is essential. Teachers need to use innovative methods of instruction including collaborative learning, group projects, and discussions to promote student participation. This method not only helps students acquire essential skills that are needed in the real world, but it also makes studying more entertaining.

Lack of Activities to Connect to Real-life Situations. Students have a natural curiosity and want to

explore and learn new things. They can achieve this through real-life activities, which enhance the pleasure and significance of learning. But in the absence of these kinds of activities, students may become disconnected and demotivated, and may also cause a decline in their academic performance.

In addition, parents can play a vital role by encouraging their children to participate in hands-on activities at home and giving them chances to put their academic understanding into practice. They can ensure that the students obtain a holistic education that equips them for the real world by bridging the gap between theory and practice. Student motivation is increased when a question tackles an issue that is actually present in the given environment. That being said, the work may remain meaningless if students aren't made aware of the significance of the topic or the activity to certain individuals (Vos, 2018). In the educational settings, it can occur that the authenticity is not made explicit to students. Teachers and task designers may not always be aware of the importance of the authenticity.

Easily Peer Pressured. Peers can greatly influence a person's conduct, ideas, and attitudes. As students mature, their classmates become an important source of guidance. Students' learning can be significantly impacted by this effect, which can be positive and negative, on several various aspects of their lives.

Peer pressure is one of the primary ways that negative peer influence can affect learning. Students frequently face peer pressure to adopt particular attitudes, behaviors, and beliefs. This can involve engaging in unsafe activities, such as skipping classes, cheating on tests, or using alcohol or drugs. Students who give in to peer pressure may put less emphasis on their education and more on making friends and fitting in.

Teens who are in their adolescent years are particularly vulnerable to peer pressure since they will frequently turn to their classmates for comfort and follow their lead without considering the long-term effects of their actions. Adolescence is a period of an individual that is transitory when a child reaches the point in changing its childhood to adulthood (Moldes, et. al. 2019). It frequently appears to have several kinds of implications on students' academic performance in the classroom. It is the impact—whether favorable or unfavorable—that their peers have on them. Teens are not even conscious of how their classmates affect them academically, so

they turn to the people they find among their peers for comfort (Adeniyi, et. al., 2015).

3. Interventions Implemented by Teachers to Improve Motivation and Engagement

Integration of engaging activities in the discussion. Positive learner experiences are the goal of engagement strategies, which include active learning opportunities like collaborative group projects, student-led presentations and discussions, active resource sharing, course assignments with practical components, and the integration of case studies and reflections (Martin, et. al., 2018). Including interesting activities in class discussions not only improves student retention but also makes studying a more enjoyable experience. Students' critical thinking, creativity, and teamwork is encouraged, which gives significance to the process of learning. Students are more inclined to participate, offer their thoughts and opinions, and pick up knowledge from their peers when they are fully engaged in the discussion. Some of these engaging activities that the participants mentioned were: "brainstorming; peer-to-peer tutoring, competitive games; and collaborative activities."

Making lessons relatable to real-life situations. Teachers are being trained to incorporate real-life situations into their lessons, making them more relatable and meaningful for students. This method enhances their understanding and application of the subject matter. This makes students interested and engaged in the learning process. Students are more likely to concentrate and get interested in what they are studying when they believe that what they are learning will benefit them in the real world.

Coaching and mentoring. Coaching and mentoring" involve a support system in which a student works closely with his teacher or mentor to realize their potential and meet their academic objectives. In light of the evolving nature of education and the increasing significance of students' well-being, coaching and mentoring be effective strategies for improving students' learning experiences. Few of the participants mentioned coaching and mentoring as one of their most effective ways of improving students' motivation and engagement as it involves listening to what their students have to say. Compliments and affirmation can also strengthen the student-teacher relationship. A teacher can foster a relationship of trust and respect with students by taking the time to recognize and value their

efforts. A student's learning experience can be greatly impacted by this positive interaction, which also helps to create a feeling of community within the classroom.

Brain Breaks. Brain break as defined by Panorama Education “is an activity that takes you away from hard mental work and allows your brain and body to reset.” The fast-paced, technologically-driven world of today exposes students to a never-ending amount of distractions and information. This may result in decreased motivation and mental exhaustion. Brain breaks give students the much-needed rest throughout the day to recharge and refocus their minds.

Technology integration. Education has traditionally consisted of textbooks, lectures, and written assignments, all of which can be monotonous for students. However, with the integration of technology, learning has become more dynamic and interactive. For example, students can view a movie or engage in a virtual reality simulation to have a deeper knowledge of a historical event rather than reading about it. This helps students retain information better and also makes learning more enjoyable.

Using multi-disciplinary tasks. Interdisciplinary learning as defined by topuniversities.com “empowers students to combine frameworks and concepts from multiple disciplines to examine a theme or solve a problem from different perspectives.” Multidisciplinary tasks integrate components from other disciplines to produce a more comprehensive educational experience. For instance, to provide students with a more thorough understanding of the subject, a history lecture on ancient civilizations could include components of geography, art, and literature. Students can understand how various subjects are related to one another and how they may be used in practical settings by making connections between them. Education has traditionally been separated into several subjects and taught independently from one another. This may cause students to understand things in fragments and lose interest if they don't recognize the connection between what they are learning and their real-world experiences. On the other side, interdisciplinary learning eliminates these challenges and motivates students to draw connections between other academic disciplines, resulting in a more coherent and thorough comprehension of a subject.

Student engagement level is related to student motivation because motivation is an important

prerequisite of student engagement in the learning process Ryan, et. al (2017). Every student has a preferred method of working, thinking, and learning. If an individual's selected method of doing assignments is not followed in the manner that teachers anticipate it to be completed, there is a good chance that their learning will not progress as swiftly and effectively as it can (Pritchard, 2017). Different learning styles make it challenging for teachers to meet the individual needs of every student. This may cause some students to find it difficult to understand topics, which can result in dissatisfaction, disengagement, and poor performance in class. Large classrooms make it more challenging for teachers to give each student the individualized attention they need, which exacerbates this problem.

4. Challenges encountered by the Teachers in the Implementation of Interventions along with Motivation and Engagement

Students' learning styles. The mismatch between the teaching style and the student's preferred learning style is one of the main problems that "students' learning styles" present. Teachers frequently employ a one-size-fits-all method in traditional classroom settings, expecting students to take notes and learn through lectures. However, students with various learning styles can find this strategy ineffective. For example, an auditory learner may find it difficult to learn through written notes, and a visual learner may find it difficult to understand topics through lectures alone. Students may become disengaged and lack motivation as a result of this mismatch since they are unable to study in the way that is most effective for them. The key to understanding learning styles, from the perspective of the teacher, is not so much on how many styles are identified, but rather how to make both the teacher and the student aware that every learner is unique and that different learning styles have needs that must be satisfied for learning to occur (Pritchard, 2017).

Students' varied needs. Understanding the various needs of students is the first step in addressing this difficulty. Since each student is different, they each have specific needs and preferences. While some students might study best visually, others could learn best auditorily. While some students might have outstanding abilities, others might have learning problems. It is critical to acknowledge these variations and modify our teaching strategies accordingly. Tomlinson, et. al. (2023) gave emphasis on readiness which is the student's current proximity to specified knowledge, understanding and

skills. A teacher differentiates instruction for each student's level of readiness by using thorough formative assessment and classroom observation to understand each student's unique learning trajectory with regards to the knowledge, comprehension, and skills necessary to master the material presented in class. The teacher then gives the student tasks, due dates, resources, and support systems so that the student's learning increases progressively.

Limited resources. Limited resources can include a lack of funds, technology accessibility, and other resources required for the education and growth of students. All educational levels, from elementary schools to colleges, face these difficulties. Nonetheless, educators and legislators must address these issues and figure out how to raise kids' interest and involvement levels. The learning experience of students might be impaired by inadequate facilities, outdated teaching strategies, and a lack of qualified teachers. Students may find the curriculum boring and fail to perceive its application to their life as a result, which might result in a lack of involvement on their part. Many students may consequently lose interest in learning and their drive to perform well in class.

Absenteeism. A constant issue in the educational system, absenteeism affects both teachers and students. It describes the deliberate and habitual act of missing school without an acceptable reason. Absenteeism is an increasing concern that can significantly affect student motivation and engagement, while some students may periodically skip school due to illness or personal issues. Furthermore, by developing a sense of detachment from their peers and teachers, absence can also have an impact on students' motivation and involvement. Attending class regularly encourages social skills development and the development of relationships between learners and their teachers. When students are habitually absent, they miss out on these connections, which can make them feel isolated and detached from the school community. As a result, their motivation and engagement levels decline during the learning process and they lose the motivation to attend school regularly.

Learning gaps. "The gap or difference between what a student is expected to learn by a certain grade level and what they have in reality learned till that level" is how teachertrainingasia.com (2024) defined the learning gap. In other words, when a student fails to adapt to a certain reading standard or level by the time they complete any

standard or school year. If the student fails to adapt the skill of reading books by this age, there might be a learning gap in reading and comprehension. One major challenge presented by learning gaps is their effect on students' motivation. Students might easily become disinterested and lose the desire to learn when they are having difficulty comprehending a certain idea. They might experience frustration and overwhelm, which might make them doubt their skills. This lack of drive can set off a vicious cycle in which students lose interest in and engagement with their studies, resulting in even more gaps in their knowledge. These learning gaps may deepen in the absence of adequate assistance and direction, which would significantly lower students' academic performance and motivation.

5. Proposed enhanced intervention on motivation and engagement to promote students' learning

The objective of teacher enrichment programs is to improve teachers' professional development, knowledge, and skills. These initiatives are essential for raising student engagement and motivation levels, which in turn improves academic performance. It addresses many different areas including student-centered learning, instructional strategies, classroom management, and the integration of technology into the classroom. It also includes a guide on programs on escalated students' absenteeism.

In addition, there are also suggested activities with focus on increasing learners' level of engagement through parent-teacher collaboration. When parents and teachers collaborate, they may identify and resolve the underlying problems that may be affecting a student's motivation and involvement. Parents as well as teachers can better understand the needs of their students and identify strategies to encourage and assist them by communicating with them honestly and openly. It may involve activities on regular communication, involvement in learning activities, support for students' learning, collaboration on student success plans, and building relationships and trust.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that most of the students have a level of motivation from high to very high while in terms of engagement, the moderate to high level is noted. The students' poor motivation and engagement result in their low enthusiasm, poor participation and involvement in

class, lack of activities to connect to real-life situations, and easily persuaded by peers.

Teachers employed various techniques to enhance motivation and engagement levels, including incorporating interactive activities, connecting lessons to real-world scenarios, providing coaching and mentoring sessions, implementing brain breaks, and integrating technology.

Furthermore, teachers face various problems when implementing interventions to boost motivation and engagement among their students. These include differences in learning styles, diverse requirements of students, scarce resources, absenteeism, and learning gaps.

The proposed intervention in enhancing learners' motivation and engagement to promote student learning includes teachers' upskilling, a partnership among stakeholders, and guidance activities such as peer counseling.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) The Students' Learning Motivation and Engagement Tool be further enhanced and given to the students as an informal personality assessment tool. (2) Differentiated and developmentally appropriate strategies that can help increase the learners' enthusiasm be provided during school activities. (3) Teachers and administrators be equipped in the implementation of the various intervention strategies and approaches for students' holistic development. (4) Teachers be capacitated through learning and development with an emphasis on the nature of the 21st-century learners - their learning styles and preferred teaching styles. (5) The proposed intervention in enhancing learners' motivation and engagement to promote student learning be adopted. (6) Other research avenues be conducted with the following proposed topics; (a) Level of students' motivation and engagement: basis for an enhanced intervention to promote students' learning conducted in other areas and different grade levels; (b) Effectiveness of Teachers' intervention on low performing students; (c) Role of Parents in the Implementation of Interventions along Motivation and Engagement; (d) Challenges Encountered in the Implementation of Interventions along Motivation and Engagement and how to address them; (e) Role of education policies in the implementation of

interventions along with learners' motivation and engagement.

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