

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 sociodemographic 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 sociodemographic 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 in gathering 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 xii inferential data and relationships among variables.

Results showed that respondents had "high" motivation and engagement toward the face-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 - to -face learning.