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Research Article

TEACHER SUPPORT AND ACADEMIC MOTIVATION IN RELATION TO STUDENT ENGAGEMENT AMONG BACHELOR OF ELEMENTARY EDUCATION (BEED) STUDENTS OF DAVAO DE ORO STATE COLLEGE

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Abstract

This study examined the relationships among teacher support, academic motivation, and student engagement among Bachelor of Elementary Education (BEED) students at Davao de Oro State College (DDOSC). Using a quantitative correlational design, data were collected from 156 BEED first- to fourth-year students, selected through stratified random sampling. Descriptive analysis revealed high levels of teacher support, academic motivation, and student engagement. Kendall's Tau correlation analysis showed a moderate positive relationship between teacher support and student engagement ($\tau = 0.346$, $p < .001$), and a stronger positive relationship between academic motivation and student engagement ($\tau = 0.457$, $p < .001$). The findings suggest that while supportive teaching practices directly enhance student engagement, students' intrinsic and extrinsic motivation play a more central role in sustaining active participation in learning. These indicate that students who perceive higher levels of teacher emotional and pedagogical support tend to be more engaged in their learning. These results highlight the importance of strengthening both motivational processes and supportive instructional environments to promote meaningful student engagement in teacher education programs.

Keywords: academic motivation, teacher support, student engagement

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INTRODUCTION

Student disengagement in classrooms remains a prevalent issue worldwide, significantly affecting academic performance. Various factors contribute to this lack of engagement, with motivation being consistently identified as a central determinant of student engagement, influencing effort, persistence, and participation (Collie, 2019). Without an intrinsic drive, students may struggle with perseverance and achieving their goals. Additionally, maintaining a healthy lifestyle is crucial, lack of adequate sleep is strongly associated with poorer academic achievement (American Academy of Sleep Medicine, 2021). Strong relationships also influence engagement, as a lack of social connections can diminish confidence and emotional well-being, reducing focus and participation (Ulmanen et al., 2023).

Suguis and Belleza (2022) found that engagement challenges often lead to dissatisfaction, boredom, and even academic failure, hindering both students and educators from meeting their educational objectives. Such problems arise from low levels of involvement, lack of motivation, and limited interaction during the learning process. Thus, students will experience difficulties understanding educational material, whereas educators will face even greater challenges keeping their classroom alive and dynamic. Ultimately, this may lead to a deterioration in educational quality.

In the United States, student disengagement results in declining attendance, reduced effort in coursework, increased disruptive behavior, and a higher risk of dropping out (Atwell et al., 2019). Similarly, Bendeo and Gempes (2019) reported low participation in educational activities among Filipino students. Many students leave school early due to an unfavorable learning environment and minimal parental involvement. Additionally, students' perception that they cannot learn effectively with modern educational methods leads to stress and a decline in motivation (Gustiani, 2020).

Despite the numerous literatures on student engagement, a notable research gap remains. While existing research explores teacher support and academic motivation as predictors of engagement, the focus has primarily been on global or national contexts. This study aimed to address this gap by investigating these factors within a local educational setting. Addressing this gap, the present study focuses on a local educational institution, DDOSC, to determine not only the levels of perceived teacher support and academic motivation but also which factor exerts the stronger influence on student engagement.

METHOD

Research Design

This study utilized a quantitative correlational design. This design is appropriate for determining the degree and direction of relationships among variables without manipulating them (Creswell & Creswell, 2018). Specifically, the study examined how teacher support and academic motivation relate to student engagement among Bachelor of Elementary Education (BEED) students of Davao de Oro State College.

Research Locale and Respondents

The study was conducted at the Davao de Oro State College–Main Campus, located in Purok 10, Poblacion, Compostela, Davao de Oro. The institution, initially named Compostela Valley State College (CVSC), was established in 2013 under Republic Act 10598.

DDOSC is a higher education institution mandated to provide advanced academic and technical instruction, particularly in agriculture, science, and technology. Additionally, it conducts research and extension services to support the socio-economic development of Davao de Oro. The college currently operates campuses in Compostela, Montevista, Laak, and Maragusan, with plans to expand further to ensure accessible, high-quality higher education across the province.

The study's participants were drawn from first- to fourth-year BEED students enrolled at the DDOSC Main Campus. A stratified random sampling technique was utilized to ensure representation from each academic year. The total population of BEED students for the Academic Year 2023-2024 was 255. The sample size was determined using the Raosoft online calculator, based on a 5% margin of error and a 95% confidence level, resulting in a required sample of 156 students. The distribution

of respondents is as follows:

Table 1. Distribution of Respondents

Year Level	Population	Number of Respondents
BEED1	57	39
BEED2	59	39
BEED3	79	39
BEED4	60	39
Total	255	156

Research Instrument

The researchers used an adapted questionnaire from various published materials to gather the necessary data. The respondents were given a survey questionnaire containing three sets of questions for the two independent and dependent variables. The survey was structured into three sections, each corresponding to the study's independent and dependent variables.

Teacher Support refers to enhancing teachers' relationships with students. Emotional support refers to verbal and nonverbal techniques for expressing concern and compassion for one another. On the other hand, pedagogy support refers to verbal and nonverbal techniques for expressing concern and compassion for one another.

The first section assessed teacher support among BEED students using a questionnaire adapted from Lazarova et al. (2019), comprising 21 statements rated on a 5-point Likert scale.

The second section measured student motivation levels, using an adapted questionnaire from Nielsen (2018). It included eight statements covering intrinsic motivation (four items) and extrinsic motivation (four items), also rated on a 5-point Likert scale. The following table presents the parameter limits for motivation levels:

The third section examined student engagement levels, using a questionnaire adapted from Delfino (2019). This survey consisted of 40 statements, covering cognitive engagement (17 items), behavioral engagement (12 items), and emotional engagement (11 items), each rated on a 5-point Likert scale.

To align with the study's scope, modifications were made to the original questionnaire. Items were refined for clarity and relevance, and the revised instrument underwent validation by an expert panel.

The instrument's reliability was also tested. For each item, respondents rated their self-efficacy on a 5-point Likert Scale (Very High, High, Moderate, Low, Very Low). Cronbach's alpha yielded a reliability coefficient of $\alpha = 0.88$, indicating high internal consistency and confirming that the items consistently measured the intended construct.

Data Gathering Procedure

The researchers followed a structured process in collecting the data. First, permission was sought from the administration of Davao de Oro State College to conduct the survey. A formal request letter, endorsed by the research advisers, was submitted to the Office of the President. Upon approval, the researchers were granted access to the population records of BEED students from first to fourth year. Ethical considerations were observed before distributing the survey. The modified questionnaires were reviewed and approved, and each participant received an informed consent letter to ensure transparency and voluntary participation. Respondents were assured of confidentiality and were informed of their right to withdraw from the study at any time. After securing the necessary approvals, the researchers administered the survey, allotting participants one hour to complete the questionnaire. Only fully accomplished questionnaires were included in the data analysis, while incomplete responses were excluded to maintain the reliability and accuracy of the results.

Data Analysis

The collected data were analyzed at a 0.05 significance level using appropriate descriptive and inferential statistical tools. Prior to analysis, a normality test was conducted; the results indicated that the data were not normally distributed, and the questionnaire's measurement scales were ordinal (5-point Likert). Because Likert-type data do not meet the assumptions required for parametric tests, non-parametric statistical techniques were deemed more suitable for this study:

Mode. Used to determine the most frequently observed levels of teacher support, motivation, and student engagement. It is used to identify the most frequently occurring response category, providing additional insight into which level (e.g., High, Very High) was most commonly selected by BEED students. Although mode is typically used for nominal data, it is acceptable for Likert scales when the goal is to determine the most common response pattern among participants.

Kendall's Tau. Employed to assess the significance of the relationship between teacher support, motivation, and student engagement among BEED students. Kendall's Tau is recommended for ordinal data, small to moderate sample sizes, and non-normally distributed variables. It provides a more accurate estimate of association when many ranks are tied, which is common in Likert-scale data, making it more appropriate than Spearman's rho for this dataset.

Ethical Considerations

Prior to conducting the study, the researchers ensured full compliance with the Research Ethics Committee of Davao de Oro State College. Ethical approval was obtained to ensure that the rights, safety, and confidentiality of all participants were protected. The researchers upheld principles of voluntary participation, anonymity, and respect for persons throughout the study.

Informed consent procedures were strictly followed. Consent was obtained from the parents of students under 18 and directly from students aged 18 and above. Participants were provided with an Informed Consent Form (ICF) explaining the purpose of the study, their rights as participants, and their freedom to withdraw at any time without consequences. Only those who signed the ICF voluntarily were included in the study. With these measures, the researchers affirm that the ethical guidelines were rigorously observed to ensure the integrity of the research and the well-being of all respondents.

RESULTS AND DISCUSSION

Level of Teacher Support

Teacher support refers to enhancing teachers' relationships with students. Specifically, teachers who support students show their care and concern for their students. Table 2 shows the level of teacher support. The overall mode score is 4, with a verbal description of "High," indicating that teacher support is widely observed among respondents.

Table 2. Level of Teacher Support

Indicator	Mode	Verbal Description
Emotional Support	4	High
Pedagogy Support	4	High
Overall	**4**	High

In terms of emotional support, the results show a mode score of 4, indicating that the level of teacher support is frequently observed. As a result, the teacher's verbal and nonverbal techniques for expressing concern, such as comfort, acceptance, encouragement, and love (emotional support), highly contribute to the level of teacher support. It indicates consistency in how learners feel towards their educators, who are viewed as friendly and compassionate. This creates a conducive learning environment where learners can be open and participate in learning activities. Additionally, when educators provide high levels of emotional support, learners' self-esteem increases, and they feel a stronger sense of belonging in the classroom.

Similarly, regarding pedagogical support, the results show a mode score of 4, indicating that teacher support is widely observed. Wherein, the teacher's ability to enhance a person's psychological and social structures through class activities and extracurricular life (pedagogical support) highly contributes to the teacher's support. This means that teachers have succeeded in creating experiences that not only involve learning the content but also help the learners to become holistically developed individuals. By undertaking collaborative tasks, engaging in discussions, and undergoing meaningful assessments, learners have opportunities to develop critical thinking and effective communication skills, among others. Furthermore, the incorporation of co-curricular activities plays an instrumental role in developing these skills in practical settings.

In general, teachers in the BEED department at Davao de Oro State College (Main Campus) provide strong teacher support. The high level of teacher support can be inferred from respondents' high evaluations of the identified factors, suggesting that teachers are strongly supporting their students. This indicates that the teacher fosters a strong relationship with their students, demonstrating care and concern.

Diverse authors have examined teacher support from various perspectives. According to Ulmanen et al. (2023), long-term, consistent teacher support plays a crucial role in enhancing and maintaining students' overall well-being and positive learning experiences in school. Hence, a teacher must provide emotional and pedagogical support to their students. Emotional support plays a crucial role in fostering a conducive learning environment.

This aligns with Pianta & Hamre's emotional support framework (as cited in Ruzek et al., 2016), which highlights the role of teacher care, respect, and willingness to understand students' perspectives. This approach focuses on the fact that emotional classrooms are characterized by a positive relationship between teachers and students, an understanding of students' needs, and a sense of belonging among them. It is expected that students will feel valued and understood in such classrooms, which will further motivate them to perform better academically. Besides, if teachers try to understand their students' viewpoints, they will create a healthy environment for both students and teachers, fostering respect and trust.

Moreover, Vlasova et al. (2015) found that it may be difficult for students to adjust to an environment in a society undergoing dramatic change. For their social adaptation, a pedagogically effective support procedure is needed. According to Main (2021), pedagogy involves the study of teaching strategies and their influence on students. For students to learn more effectively and develop higher-order thinking skills, a well-thought-out, effective pedagogy is essential. In fact, according to Khoza (2022), effective pedagogy plays a crucial role in encouraging students to develop their profiles and supporting them in any subject of interest.

However, constructive criticism, delivered with clear justifications, is also crucial for learning. While negative feedback can dampen motivation if overused, it can be a valuable tool for guiding improvement when used judiciously (Ryan & Deci, 2020). This implies that constructive criticism plays a crucial role in learning. Similarly, teachers play a crucial role in boosting student participation in the educational process by providing learners with high-quality, timely feedback and the guidance and support they need (Harati et al., 2020).

Thus, teacher support improves a teacher's connection with a student. As noted by Afari et al. (2022), teacher support plays a crucial role in creating an effective, facilitative learning environment that fosters students' motivation and participation in course learning. Liu et al. (2021) emphasize the importance of teacher support, grounded in a teacher's genuine interest in students and a desire to foster personal relationships with them. This supportive environment empowers teachers to provide essential help, assistance, and guidance to students in need (Ma et al., 2020).

Level of Academic Motivation

Academic motivation refers to the effort students put forth, how effectively they manage their work, the endeavors they choose to pursue, and how persistent they are when challenged. Table 3 shows the level of academic motivation.

Table 3. Level of Academic Motivation

Indicator	Mode	Verbal Description
Intrinsic Motivation	4	High
Extrinsic Motivation	4	High
Overall	**4**	High

Table 3 presents the descriptive statistics on academic motivation. The overall mode score is 4 (High), indicating that students exhibit a significant level of academic motivation. It also indicates that learners will be motivated to participate in their studies actively and to show enthusiasm for academic work. This kind of motivation is likely demonstrated through involvement in classroom activities, the timely submission of assigned work, and the pursuit of academic excellence. Also, high academic motivation is often linked to determination in tackling difficulties to accomplish academic goals.

Regarding intrinsic motivation, the results indicate a mode score of 4. The mode score has a descriptive equivalent of 'high,' indicating that the extent of intrinsic motivation is great. It clearly suggests that the students are intrinsically motivated, with a strong liking for their studies and tasks, driven by an intrinsic desire to learn rather than external factors. Such motivation can lead to deep student involvement in the learning process, where they go beyond what is expected of them and try to discover and understand more.

Additionally, regarding extrinsic motivation, the results indicate a mode score of 4. The mode score has a descriptive equivalent of 'high', indicating that the extent of extrinsic motivation is considerable. This implies that external factors such as rewards, recognition, grades, and teacher or peer approval may be critical in motivating students to excel academically. External motivation may be useful for instilling desirable behaviors among students, such as punctuality and a commitment to excellence. Furthermore, extrinsic motivation can be a powerful motivator in the early stages, particularly for difficult or boring tasks. The combination of intrinsic and extrinsic motivation would provide a comprehensive motivational framework that enhances academic performance.

In general, both intrinsic and extrinsic motivation contributed equally to academic motivation. It shows that the interplay between intrinsic and extrinsic factors influences learners' academic motivation. Intrinsic motivation motivates them to learn for their own enjoyment and intellectual curiosity, while extrinsic motivation helps them learn through rewards and recognition. When present together, intrinsic and extrinsic motivation tend to complement one another, thereby motivating students to engage in academic tasks.

One of the purposes of this endeavor is to identify the student's academic motivation. Surprisingly, the results suggest a higher level of academic motivation. This finding indicates a high level of intrinsic and extrinsic motivation. This means that students are more motivated to take action, feel a sense of accomplishment, and participate in activities that offer rewards.

Hulleman et al. (2018) found that students who are more driven to study stay in class longer, make greater effort, learn more deeply, and perform better on task measures. This illustrates the close connection between motivation and academic engagement. As such, when individuals feel motivated, it becomes easy for them to stay engaged even when the work becomes difficult and complex. Through their additional efforts, they will be able to understand and remember what they are being taught. Motivated students normally develop sound learning skills, which help improve the quality of their output.

Furthermore, Santos-Longhurst (2019) affirmed that intrinsic motivation is the act of doing something without any obvious external rewards. You do it because it is enjoyable and interesting,

rather than because of external incentives or pressure, such as a reward or a deadline. As cited in Trevino and DeFreitas (2014), intrinsically motivated behaviors are those that derive from interest and are thus performed for pure pleasure and desire. Unfortunately, many traditional paradigms suggest that most students find learning boring, so they must be extrinsically motivated to engage in educational activities.

Moreover, Kanellopoulou and Giannakopoulos (2020) assert that extrinsic motivation encourages students to engage cognitively and behaviorally as a means to an end. Extrinsic motivation, also referred to as instrumental motivation by other scholars, is defined as doing something because it leads to a desired outcome that is external to the individual. It can involve achieving high scores, being rewarded, receiving recognition, or avoiding poor results. Extrinsic motivation is a powerful force that drives learners to undertake specific assignments and fulfill academic obligations in a particular learning setting. It can foster discipline and regularity in learners' study habits at a time when academic goals are still forming. Though external factors drive it, extrinsic motivation is important to kick-start academic work alongside intrinsic motivation.

This finding supports Self-Determination Theory (SDT) (Ryan & Deci, 2000), which posits that motivation flourishes when learners experience autonomy, competence, and relatedness. The high motivation observed suggests that BEED students find personal value in learning tasks and feel supported in achieving their goals. In other words, students are expected to be more motivated when they feel a sense of control over their learning experiences and confidence in their ability to succeed. Moreover, having positive relationships with those around them in the learning process is beneficial for building a sense of belonging and increasing motivation. By addressing all these psychological needs, one can expect students to show initiative, participate in activities, and perform better academically. This will eventually lead to the development of self-regulated learners.

Level of Student Engagement

Student engagement illustrates how students participate in the learning process and develop their own knowledge. Active learning strategies and student motivation are often associated with student engagement. Table 4 shows the level of student engagement.

Table 4. Level of Student Engagement

Indicator	Mode	Verbal Description
Cognitive Engagement	4	High
Behavioral Engagement	4	High
Emotional Engagement	4	High
Overall	**4**	High

Table 4 presents the descriptive statistics on student engagement, with an overall mode score of 4 (High), indicating strong engagement across cognitive, behavioral, and emotional domains. Regarding cognitive engagement, the results indicate a mode score of 4. The mode score has a descriptive equivalent of 'high,' indicating that student engagement is much higher.

Additionally, regarding behavioral engagement, the results indicate a mode score of 4. The mode score has a descriptive equivalent of 'high,' indicating that student engagement is much higher. This implies that students exhibit consistent behavior through involvement in classroom activities, such as attending lectures, completing assignments, and participating in class discussions. This indicates that the students are interested in their learning process. In addition, high levels of behavioral engagement indicate that learners are highly attentive in class and respond well to classroom demands. In the long run, learners will become better academically due to high levels of engagement.

Similarly, regarding emotional engagement, the results show a mode score of 4. The mode score has a descriptive equivalent of 'high,' indicating that student engagement is much higher. This implies that students have positive emotional reactions towards their learning process, including interest, enjoyment, and enthusiasm. These positive emotions imply that the students identify with the academic work they are doing and derive meaning from it. Emotional involvement plays an important

role in helping students become more motivated and persistent, even in the face of difficulties that may arise in their learning process. It ensures that the student becomes fully involved in classroom activities and develops a positive attitude towards schooling.

Student engagement is a multidimensional, adaptable construct encompassing three key dimensions: cognitive, behavioral, and emotional engagement. Schnitzler et al. (2020) assert that student participation, along with cognitive and emotional engagement in learning activities, plays a key role in student academic achievement. As Perry (2022) affirmed, engaged students are emotionally invested in their learning and sustain their concentration on a single task for extended periods. They feel compelled to seek new learning opportunities to deepen their understanding of the subject. All students should have the opportunity to experience engaging learning environments in school.

In addition, the study by Sesmiyante (2018) found that student engagement provides opportunities for students to actively learn and apply their knowledge in real-life situations. With student engagement, students can be motivated, interested, and interactive, increasing their likelihood of following along during classroom instruction. As stated in Delfino's (2019) study, student engagement is an important construct for understanding students' behavior in the teaching-learning process. Understanding students' behavior in academic institutions provides insight into how instructions and academic practices are implemented within the university.

Moreover, Pohl (2020) asserts that cognitive engagement is important because it influences students' academic and behavioral engagement, with students who are more cognitively engaged more likely to attend school regularly, complete coursework, earn credits, and achieve academically. This shows that cognitive involvement is an integral part of education, in which learning involves the application of mental energy to process, analyze, and apply the knowledge obtained. Involving students in such cognitive processes makes them develop the ability to think critically and solve problems. As students engage in cognitive processes, they find it easier to relate newly acquired knowledge to what they already know, thereby increasing their chances of learning effectively.

Additionally, the study by Chen et al. (2020) noted that behavioral engagement refers to students' participation and involvement in academic or non-academic activities within the school. These behaviors include attending classes, participating in class discussions, submitting homework, and following classroom guidelines. This also includes joining extracurricular activities, which will help make students feel a stronger connection with the school environment. Behavioral engagement is usually high among students who take responsibility for their education. Additionally, if students maintain their behavioral engagement, it can create a better classroom environment, making the process easier for both teachers and students.

Furthermore, according to Wara et al. (2018), emotional engagement refers to the feelings, interests, and attitudes students have toward learning and school. The findings of their study showed a statistically significant, albeit moderately favorable, relationship between emotional engagement and educational success. Therefore, among the cohort included in this study, it was concluded that student emotional engagement positively influences academic achievement.

Relationship Between Teacher Support and Student Engagement

According to An et al. (2022), research has demonstrated a correlation between perceived teacher support and learning engagement among adolescents, with teacher support being associated with increased student willingness to engage in learning activities.

Table 5. Relationship Between Teacher Support and Student Engagement

Correlation	Kendall's Tau (τ)	*p*-value	Strength	Interpretation
Teacher Support and Student Engagement	0.346	<.001	Moderate	Highly Significant

Table 5 presents the correlation between teacher support and student engagement. The Kendall's Tau correlation coefficient is 0.346, with a *p*-value of <.001 leading to the rejection of the

null hypothesis. This indicates a highly significant positive correlation, meaning that higher teacher support is associated with increased student engagement. In terms of strength, a Kendall's Tau value of 0.346 is generally interpreted as a moderate positive correlation. This means that while the relationship is not extremely strong, it is substantial enough to suggest that increases in teacher support are meaningfully associated with increases in student engagement. Thus, as teacher support increases, student engagement tends to increase as well, or vice versa. This is a significant finding that underscores the importance of supportive teaching practices in promoting student engagement.

Moreover, Yang et al. (2021) assert that student engagement can benefit from good teacher-student interactions. An essential component of the relationship between a teacher and student is the instructor's emotional support. It plays an important role in fostering a supportive, respectful classroom atmosphere where students feel comfortable voicing their opinions and actively participating. It is easier for students to learn when they feel that the people teaching them really have their best interests at heart. It may even motivate students and alleviate any anxiety they might have about certain subjects or school altogether. Long-term benefits of emotional support include improved classroom involvement and increased motivation in school-related tasks.

A study by Guo et al. (2023) on physical education found a significant positive relationship between perceived teacher support and multiple dimensions of student engagement. Additionally, as cited by An et al. (2022), research has demonstrated a correlation between perceived teacher support and learning engagement among adolescents, with teacher support being associated with increased student willingness to engage in learning activities. This shows that when there is an appearance of teacher support for students, the latter tend to engage in active participation during both learning activities. Teachers also play an important role in building students' self-confidence and self-motivation in their studies, as well as in fostering a sense of belonging among fellow students. Supportive teacher behavior may motivate students to overcome learning obstacles and remain engaged in their studies.

Similarly, a study conducted by Huang and Wang (2023) found that teacher support had a significant overall influence on the academic achievement of university students. Furthermore, academic self-efficacy and student engagement, respectively, mediated the effects of teacher support on students' academic achievement. Furthermore, Roorda et al. (2017) and Strati et al. (2017) reported a direct link between perceived teacher support and learning engagement. Teacher support can contribute to students' learning engagement. This finding was supported by another study by Yang et al. (2021), which found a correlation between perceived teacher support and learning engagement.

This result reinforces Engagement Theory, which holds that human interaction is at the core of learning. Supportive teachers provide the emotional and pedagogical scaffolding necessary for students to participate actively. Through this process, learners will be able to grow towards independence while still feeling guided and supported. When educators foster an interactive, collaborative classroom, they ensure that students become active contributors by voicing their views, posing questions, and engaging in discussion. In addition, such interaction makes learners more motivated and less isolated in their classrooms.

Relationship Between Academic Motivation and Student Engagement

According to Noels et al. (2019), student motivation specialists recently claimed that motivation leads to student involvement. Students who are more driven to study stay in class longer, put in more effort, learn more thoroughly, and perform better. Motivation is seen as a key determinant of human behavior and performance (Özen, 2017).

Table 6. Relationship between Academic Motivation and Student Engagement

Correlation	Kendall's Tau (τ)	p-value	Strength	Interpretation
Academic Motivation and Student Engagement	0.457	0.000	Moderate	Highly Significant

Table 6 presents the correlation between academic motivation and student engagement. The Kendall's Tau correlation coefficient is 0.457, with a *p*-value of 0.000.

This leads to rejecting the null hypothesis, indicating a highly significant correlation between academic motivation and student engagement. This suggests a strong positive relationship between academic motivation and student engagement. Higher levels of academic motivation are associated with increased student engagement, and vice versa. This finding underscores the importance of fostering academic motivation to enhance student engagement in learning activities.

In the study entitled "Academic Motivation and Engagement: A correlational study of Students' Perspective at Secondary School Level" by Muhammad et al. (2023), a strong, significant correlation was found between academic motivation and students' academic engagement. As a result, students' academic engagement was positively impacted by academic motivation. Additionally, college students are more autonomous and self-determined in their academic experiences. They are academically motivated and engaged in achieving desired outcomes and meeting their psychological needs. According to Wu (2019), positive academic motivation is crucial for college students to achieve higher levels of academic engagement and success, with significant implications for their academic outcomes.

Additionally, Dietrich et al. (2015) found that motivated and academically engaged students were more likely to have high intrinsic values for learning activities. Based on a study by Xiong et al. (2015), intrinsic motivation was found to be significantly related to engagement, though the relationship was small. This implies that although intrinsic motivation cannot be responsible for students' engagement, it definitely plays an important role. Intrinsic motivation helps students learn actively and participate more fully, with greater interest and fulfillment. They will remain engaged in challenging tasks despite the absence of external rewards or reinforcements. Moreover, intrinsic motivation can make students' participation more effective by deepening their knowledge.

Further, Parrish (2022) asserts that motivation is the driving force behind a student's actions. Engagement is the observable behavior or evidence of that motivation. Motivation is necessary for engagement, but successful engagement could also help students to feel motivated in the future.

This finding aligns with Self-Determination Theory, which emphasizes that intrinsic and extrinsic motivation are key drivers of engagement. Motivated students demonstrate greater effort, use deeper learning strategies, and become more involved in academic activities. It means that when students' psychological needs for autonomy, competence, and relatedness are met, their drive to learn is enhanced. Consequently, they will show a greater tendency towards self-initiative during their studies and engage more actively in classwork. Additionally, driven students become more resistant to challenging circumstances encountered during their academic pursuits. This results in better learning outcomes and a higher level of long-term engagement.

CONCLUSION

Based on the study's results, the researchers concluded that the respondents exhibit an average level of teacher support, motivation, and student engagement. The findings also suggest that motivation is significantly related to student engagement, indicating that higher motivation is associated with greater student engagement in learning. Furthermore, the results indicate that teacher support has a significant impact on student engagement, suggesting that it directly promotes student participation in the classroom.

Regarding academic motivation and student engagement, the researchers found that academic motivation is prevalent among students, suggesting high levels. Thus, they concluded that most students at Davao de Oro State College - Main Campus are more engaged in learning when they are either intrinsically or extrinsically motivated. This means that motivation is an important factor in determining how involved students will be in their studies. When the student is motivated, the likelihood that he or she will show greater concentration, dedication, and persistence in their studies increases. Moreover, intrinsic and extrinsic motivations work together to ensure student engagement

during lessons. Eventually, this level of motivation will improve the student's performance.

Additionally, the correlation analysis confirms a significant relationship between teacher support and academic motivation. This suggests that students who receive greater support from their teachers are more motivated in their education. The importance of teacher support in creating a motivating environment for the learner cannot be overstated. Teacher support can motivate the learner by building their confidence and encouraging them to engage actively in academic tasks. Supportive behavior from the teachers in the form of guidance, feedback, and encouragement can build competence among the learners and improve their performance and motivation levels.

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Conflict of Interest

The researchers made an effort to take into account any personal interests that might impair their judgment, choices, or actions in this research, such as those related to family, friends, finances, or social issues. In an effort to heighten sensitivity, raise awareness, and improve judgments when conflicts of interest impact or appear to influence professional action, the study evaluated managerial conflicts for respondents.

Ethical Statement

This study was conducted in full compliance with ethical standards and was approved under REC Protocol Code No. 148-02-2024 by the Research Ethics Committee, headed by Rona C. Apolinario, Ph.D.

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