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LEARNERS MOTIVATION AND COURSE ENGAGEMENT OF JUNIOR HIGH SCHOOL LEARNERS

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Abstract. This study investigated the relationship between learner motivation and course engagement among junior high school students. The adopted research design for this study was a quantitative, non-experimental research design utilizing descriptive correlation with regression analysis. A total of 150 students participated in the survey. The findings revealed that the extent of learner motivation among the junior high school students was high, indicating a solid drive and interest in their academic endeavors. Furthermore, the students demonstrated a high level of course engagement, indicating active participation and involvement in their coursework. Notably, the study revealed that there was a significant relationship between learner's motivation and course engagement, highlighting the interdependence of these factors. Furthermore, the study identified intrinsic and utility values as important learning motivation domains that influenced course engagement. These findings underscore the importance of fostering intrinsic and utility values in educational settings to enhance student engagement. Educators should strive to design learning experiences that tap into students' interests, highlight the relevance and practicality of the coursework, and promote a sense of personal value and meaning. By prioritizing and cultivating these aspects, educators could create an environment conducive to high motivation levels and active course engagement among junior high school students.

KEY WORDS

1. Learners Motivation. 2. Course Engagement. 3. Davao Oriental.

1. Introduction

Motivation is the driving force that causes a student to take action. Engagement is the observable behavior or evidence of that motivation. Motivation is necessary for engagement, but successful engagement could also help students feel motivated in the future. The motivation of junior high school learners towards engagement in all academics is influenced by various factors, including teaching methodologies, learning environments, and individual differences. A lack of motivation in this subject can lead to low course engagement and poor academic performance, potentially influencing learners' future educational and career decisions. Therefore, it is crucial to understand the challenges learners face in terms of motivation and its impact on their course engagement in public schools. This understanding can guide the development of effective interventions to enhance their academic achievement and success. The problematic situation of learner motivation and engagement is not confined to a specific region, but a global issue. Research has consistently shown that learner motivation

and engagement are complex issues in primary mathematics education, transcending national boundaries (Xia, Yin, Hu, Shang, 2022). Some empirical studies have found that even Chinese learners, known for their good numeracy skills, face challenges in solving complex open-ended problems (Cai, Gu, Wong, 2017), despite improvement in recent years (Cai et al., 2020; Ding, Wu, Liu, Cai, 2022). According to a survey conducted by Cai et al. (2017), Shanghai learners' problem-solving and critical-thinking skills could be more vital, indicating the global nature of this issue. According to Bernardo et al. (2022), Filipino learners, particularly those in public schools, performed poorly in the 2018 Program for International Learner Assessment (PISA) mathematics assessment, with more than 50 percent obtaining scores below the lowest proficiency level. This performance disparity between public and private school learners is a cause for concern. Previous studies have shown that public and private schools in the Philippines have vastly different environments for learning resources (Trinidad, 2020) and for supporting learner motivation and engagement (Bernardo et al., 2015). It is alarming that despite efforts, problems in mathematics persist (Guinocor et al., 2020), highlighting the need for equitable education and support for all learners. A Davao de Oro State College study found that math anxiety is always manifested in learners, and their engagement in mathematics is shallow (Dodongan, 2022). It is also alarming that despite the efforts, mathematics is often considered a disliked subject wherein results show that Digos City and Davao del Sur have mean percentage scores of 46.8 percent and 43.8 percent, respectively, for all components in the National Career Assessment Examination (Cascaro, 2010, as cited by Panerio, 2016). Even in the Division of Davao City, it was observed that learners' performance in Mathematics is deficient (Galabo, Abellanosa, Gempes, 2018). Recently, a growing body of literature on primary mathematics education has been published on a global scale (Deng, Wu, Chen, Peng, 2020; Dowker, Cheriton, Horton, Mark, 2019; Wang, 2021), but most of these studies have focused on learners' attitude to mathematics and their performance rather than motivation and engagement Despite the extensive research on motivation and academic engagement, the literature on learners motivation and its effect on course engagement among junior high school learners in public schools remains scarce. Existing studies mainly focus on general motivation and engagement, leaving a gap in research on the role of mathematics-specific motivation in learners' engagement in mathematics courses. This research gap highlights the need for a study that will delve into the unique motivational factors that affect junior high school learners' engagement in mathematics classes and how these factors can be addressed to enhance their motivation and ultimately improve their academic achievement in mathematics.

2. Methodology

Presented in this chapter are the methods and procedures that were used by the researcher in conducting the study. The contents of this chapter are the research design, research respondents, research locale, research instrument, ethical considerations, data gathering procedure, and data analysis.

2.1. Research Design—The present study used a quantitative, non-experimental research design utilizing descriptive correlation with regression analysis. The quantitative research approach is concerned with measuring and analyzing variables, namely, learning motivation

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in mathematics and the students' course engagement, to produce findings. It entails applying particular statistical approaches to analyze and use numerical data to provide answers to queries. The quantitative research involves collecting and analyzing numerical data (Skinner, 2020). One of the common types of quantitative research is a non-experimental study that does not involve any manipulation of the variable, particularly the independent variable. This type of research encompasses various studies, including descriptive and correlational studies (Khaldi, 2017). The quantitative correlational design is appropriate for a study investigating the relationship between motivation and course engagement among junior high school learners. This design allows for measuring the strength and direction of the relationship between two or more variables, providing statistical evidence to support or reject the study's hypotheses. The use of quantitative data collection methods, such as surveys, can provide a large sample size, which increases the study's generalizability to the target population. Correlation analysis can also identify potential factors that affect the relationship between learners' motivation and mathematics course engagement, providing insights for interventions that may improve learners motivation and engagement in mathematics courses. Overall, the quantitative correlational design is appropriate for this study as it allows for measuring the relationship between two variables while minimizing the effect of extraneous variables, providing reliable and valid results that can inform educational policies and practices.

2.2. Research Respondents—The researcher used a random sampling technique to identify this study's respondents. The following are the inclusion and exclusion criteria that the researcher followed, male or female, junior high school learner from one of the public learning institutions in the Division of Davao Oriental, the school where the learner is enrolled should be recognized by the Department of Education, and willing to give his or her consent for this study. A total of 150 learners will be catered to in the conduct of this study. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen (Meng, 2013). In doing research, 100 is already considered the minimum sample size when the population is identified as large (Alshibly,2018). For several reasons, junior high school learners are the optimal population for studying the relationship between learners' motivation and course engagement. First, learners of this age are in a crucial phase of their academic development, during which their attitudes toward mathematics and academic self-efficacy are formed. The junior high school curriculum significantly emphasizes mathematics, making it an ideal setting for examining the relationship between learners' motivation and course engagement. Lastly, selecting junior high school learners as the study population enables the researcher to devise interventions to combat the decline in learners' enthusiasm for mathematics. The findings of this research can inform policy and practice. They may benefit not only the learners in the study but also learners in other regions of the country who face similar challenges.

2.3. Research Instrument—The instrument for the study was a survey questionnaire that has been adapted and modified to meet the research objectives and the study population. Using a survey questionnaire is appropriate for this study because it enables the researcher to collect essential data relatively briefly. In addition, by adapting and modifying the survey questionnaire, the researcher can tailor the queries to be more pertinent and specific to the research objectives and population under study. Experts in the field of education validated the questionnaire that was utilized for this study. It was then be pilot tested to determine its validity and reliability. In this study's survey,

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a 5-point Likert scale was utilized. A Likert Scale was a commonly used measurement instrument in the social sciences, particularly in educational research, to assess individuals' attitudes, opinions, and perceptions regarding a particular topic. The 5-point Likert Scale is a commonly employed scale that enables respondents to articulate their level of agreement or disagreement with a statement on a scale ranging from strongly agree to disagree strongly. In this study, using a 5-point Likert Scale is appropriate because it provides a range of responses that can capture nuances in respondents' opinions or perceptions. Responses can be tabulated and statistically analyzed, making data analysis straightforward. Using a standardized scale, such as the 5-point Likert Scale, improves the reliability and validity of the collected data because it permits comparisons across studies. For the independent variable which was the learner's motivation, a modified and adapted learner's motivation questionnaire was used from the study of Fiorella et al. (2021). The questionnaire consists of 15 items. To assess the science identity of junior high school learners, the Likert Scale below was used.

Range	**Descriptive Level**	**Descriptive Interpretation**
4.20 – 5.00	Very High	Learners' motivation is always manifested.
3.40 – 4.19	High	Learners' motivation is very often manifested.
2.60 – 3.39	Moderate	Learners' motivation is sometimes manifested.
1.80 – 2.59	Low	Learners' motivation is rarely manifested.
1.00 – 1.79	Very Low	Learners' motivation is never manifested.

For the dependent variable, which is course engagement, a modified and adapted Learner Course Engagement questionnaire was used from the study of Nasir, Janikowski, Guyker, and Wang (2020). The questionnaire consists of 23 items. The Likert Scale below was used to assess junior high school learners' academic self-efficacy.

Range	**Descriptive Level**	**Descriptive Interpretation**
4.20 – 5.00	Very High	Learners' course engagement is always manifested.
3.40 – 4.19	High	Learners' course engagement is very often manifested.
2.60 – 3.39	Moderate	Learners' course engagement is sometimes manifested.
1.80 – 2.59	Low	Learners' course engagement is rarely manifested.
1.00 – 1.79	Very Low	Learners' course engagement is never manifested.

2.4. Data Gathering Procedure—These were the following steps the researcher followed and executed in the pre and post-conduct of the study. Adapting, Modifying, Validation, and Pilot Testing the Survey Questionnaire. The researcher began by reviewing existing literature and research studies related to the topic to adjust and modify a survey questionnaire appropriate for the study. After adapting the survey, the researcher conducted a validation process

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by sending the crafted questionnaire to three education experts to ensure that the questions accurately measured the studied constructs. A pilot test was conducted with a small sample of respondents to identify any problems or issues with the survey and to refine the questions accordingly. The researcher performed this from April 24 to April 30, 2023. Asking for Permission to Conduct the Study. Before conducting the study, the researcher sought permission from the relevant authorities, including the Dean of the Graduate School at College where the researcher is studying and the Superintendent of the Department of Education-Division of Davao Oriental. A detailed description of the study was provided, and the cooperation and support of these authorities were sought to contribute to the success of the research. The researcher performed this from May 1 to May 6, 2023. Administration and Retrieval of Informed Consent and Assent, Administration and Retrieval of Survey Questionnaire. Before administering the survey, the researcher provided respondents with a detailed explanation of the study, including the purpose, procedures, risks, and benefits, and obtain informed consent from adult respondents and assent from minors. Respondents were allowed to withdraw from the study without penalty. After obtaining consent, the survey questionnaire was administered to respondents, either online or in person, and all responses were kept confidential and anonymous. The researcher performed this from May 8 to May 13, 2023. Gathering and Tabulation of Data. After all, surveys were collected; the researcher commenced gathering and tabulating the data. The responses were checked for completeness and accuracy and then entered a database or statistical software for analysis. Appropriate statistical methods were used to analyze the data and test the hypotheses. The researcher performed this from May 15 to May 20, 2023. Drawing Conclusions and Recommendations. Finally, the researcher established the conclusions based on the analysis results and crafted recommendations for future research and practice. The data supported the findings and recommendations and aligned with the research objectives. The study's limitations were considered, and areas for further investigation were suggested. The researcher performed this from May 22 to May 27, 2023.

2.5. Data Analysis—These were the following statistical tools and techniques used by the researcher in analyzing the data. Mean. The arithmetic mean was the simple average or sum of a series of numbers divided by the count of that series of numbers (Chen, 2021). This tool was used to answer this study's first and second questions. To wit: What is the level of learners' motivation and of junior high school learners when analyzed in terms of intrinsic value, self-regulation; and utility value? And what is the level of course engagement of junior high school learners when analyzed in terms of applied engagement, goal-oriented engagement, self-discipline engagement; and interactive engagement? Pearson Product-Moment Correlation Coefficient. Kenton (2022) discussed that the Pearson correlation coefficient represents the relationship between two variables measured on the same interval or ratio scale. Furthermore, he added that this tool would measure the strength of the association between two continuous variables. This tool was used to answer the third question of this study. To determine the significant relationship between learners' motivation and course engagement of junior high school learners. Linear Regression. Linear regression establishes the linear relationship between two variables based on a line of best fit. This was used to determine the domain of learners' motivation that significantly influences the course engagement of Junior High School

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learners. To wit: Which of the domains from learners' motivation substantially influences the course engagement of junior high school learners?

3. Results and Discussion

This chapter presents the analyses and interpretations of the data gathered by the researcher. Discussions are presented categorically based on the sequence of the statement of the problem in the first chapter.

Summary of the Level of Learner's Motivation of Junior High School Learners

Table 1 presents the level of learner motivation of junior high school learners, including four indicators: intrinsic value, self-regulation, self-efficacy, and utility value. The table shows the calculated mean and descriptive level for each indicator. The overall mean of the learner's motivation and descriptive level are also provided. The table concisely summarizes the level of learner motivation among junior high school learners in the Davao Oriental division.

Table 1. Summary of the Level of Learner's Motivation of Junior High School Learners

Learner's Motivation	**Mean**	**Descriptive Level**
Intrinsic Value	4.41	Very High
Self-Regulation	4.33	Very High
Self-Efficacy	3.45	High
Utility Value	4.50	Very High
Overall Mean	4.17	High

Overall, the mean of learner motivation is x=4.17, with a descriptive level of high. This suggests that, on average, junior high school learners in the Davao Oriental division are relatively motivated to learn. Moving on to the indicators, the highest mean score is for utility value, with x=4.50 and a descriptive level of very high. This suggests that students value the usefulness of the topics being studied in science, technology, engineering, and mathematics (STEM) fields. This could be because they perceive these topics as being important for their future careers or for addressing societal challenges. The second-highest mean score is for intrinsic value, with x=4.41 and a descriptive level of very high. This suggests that students find enjoyment and interest in learning STEM topics for their own sake rather than solely for external rewards such as grades or recognition. This is a positive indication that students are engaged with the material and may be more likely to seek out additional learning opportunities. The third-highest mean score is for self-regulation, with x=4.33 and a descriptive level of very high. This suggests that students can manage their learning, set goals, and monitor their progress. This is an important skill for success in STEM fields, which often require persistence and self-directed learning. Finally, the lowest mean score is for self-efficacy, with x=3.45 and a descriptive level of high. This suggests that students may not have as much confidence in their ability to succeed in STEM fields as they do in other areas. This is an im-

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portant area for educators to address, as self-efficacy has been shown to be a strong predictor of academic achievement. Overall, these results suggest that students in the Davao Oriental division have a relatively high level of motivation toward learning STEM topics, with a particular emphasis on the usefulness and intrinsic value of the material. However, there is still room for improvement in terms of building students' confidence in their own abilities.

Summary of the Level of Course Engagement of Junior High School Learners

Table 2 presents Junior high school learners' Level of Course Engagement, broken down by indicators. The table features four indicators of course engagement: applied engagement, goal-oriented engagement, self-discipline engagement, and interactive engagement. The calculated mean scores for each indicator and their corresponding descriptive levels are included.

Table 2. Summary of the Level of Course Engagement of Junior High School Learners

Course Engagement	**Mean**	**Descriptive Level**
Applied Engagement	3.74	High
Goal-Oriented Engagement	3.79	High
Self-Discipline Engagement	3.22	High
Interactive Engagement	3.76	High
Overall	3.63	High

Overall, the mean of course engagement is x=3.63, with a descriptive level of high. This suggests that, on average, junior high school learners in the Davao Oriental division have a relatively high level of engagement towards their courses. Moving on to the indicators, the highest mean score is for goal-oriented engagement, with x=3.79 and a descriptive level of high. This suggests that students are highly motivated to achieve their academic goals and are focused on their learning outcomes. This can lead to more remarkable persistence and success in their educational pursuits. The second-highest mean score is for interactive engagement, with x=3.76 and a descriptive level of high. This suggests that students actively collaborate with their peers and teachers in the learning process. This can lead to a more dynamic and enriching learning experience and better retention of the material. The third-highest mean score is for applied engagement, with x=3.74 and a descriptive level of high. This suggests that students are actively applying the concepts and skills they learn in their courses to real-world problems and situations. This is an important aspect of STEM education, as it helps students see the relevance and practicality of what they are learning. Finally, the lowest mean score is for self-discipline engagement, with x=3.22 and a descriptive level of high. This suggests that students may need more support in developing self-discipline and self-control in their learning. This is an important area for educators to address, as self-discipline has been shown to be a key predictor of academic success. Overall, these results suggest that students in the Davao Oriental division are relatively engaged with their courses, with a particular emphasis on goal-oriented, interactive, and applied engagement. However, there is still room for improvement in building students' self-discipline and self-control in their learning.

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Significant Relationship Between Learners' Motivation and Course Engagement of Junior High School Learners

Table 3 presents the statistical results for the significant relationship between learner motivation and course engagement of junior high school learners. The table provides the following information: r-value, p-value, the decision on HO1 at 0.05 significance level, and interpretation.

Table 3. Significant Relationship Between Learners' Motivation and Course Engagement of Junior High School Learners

Course Engagement	**r**	**p-value**	**Decision on H_0 at 0.05 level of significance**
Learner's Motivation	0.442	0.000	Reject H_0

Interpretation: There is a significant relationship.

The analysis found a significant positive relationship between learner's motivation and course engagement, with an r value of .442 and a p-value of 0.000, which means that the relationship is statistically significant at the 0.05 level of significance. This indicates that there is a moderate positive correlation between learner's motivation and course engagement, which means that students who have higher levels of motivation are also more likely to be engaged in their courses. The rejection of the null hypothesis (HO1) at the 0.05 level of significance also supports the existence of a significant relationship between learner's motivation and course engagement. This result suggests that educators and administrators should prioritize strategies that can enhance both learner's motivation and course engagement for junior high school learners in the Davao Oriental division. From the respondents' perspective, these findings have important implications for their academic success and personal growth. Having higher levels of motivation and engagement in their courses can lead to better academic performance, as well as increased interest and enjoyment in the topics they are studying. It can also improve their attitudes towards learning and increase their confidence in their ability to succeed. These results suggest that it is important for educators and administrators to consider both learner's motivation and course engagement in their efforts to promote student success and well-being in the Davao Oriental division. By creating a learning environment that fosters both motivation and engagement, students may be more likely to develop a lifelong love of learning and achieve their full potential. This finding is consistent with previous empirical evidence suggesting motivation is necessary for student engagement in learning (Mueller, Yankelewitz, Maher, 2011; Saeed Zyngier, 2012; Parrish, 2022). Motivation is the driving force behind students' active involvement in their courses, while engagement represents the observable behavior or evidence of that motivation (Parrish, 2022).

The domain of Learners Motivation that Significantly Influences the Course Engagement of Junior High School Learners

Table 4 presents the results of a linear regression analysis that examines the relationship between learners' motivation that significantly influences the course engagement of junior high school learners. The table features one domains of learner's motivation that significantly influence the course engagement. The table presents unstandardized coefficients (B) and standard errors, as well as standardized coefficients (Beta), T-values, and significance levels for each indicator. Additionally, the table highlights the decision on HO2 and its interpretation. Finally, the table also includes key statistics such as the R-value, R2, F-value, and P-value.

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Table 4. Domain of Learners Motivation that Significantly Influences the Course Engagement of Junior High School Learners

Course Engagement	Unstandardized Coefficients	Standardized Coefficients					
	B	Std. Error	Beta	T	Sig.	Decision on H_0	Interpretation
Constant	1.367	.498		2.742	0.007	Reject H_0	Significant
Intrinsic Value	-.058	.101	-.046	-.573	0.567	Failed to Reject H_0	Not Significant
Self-Regulation	.158	.113	.134	1.402	.163	Failed to Reject H_0	Not Significant
Self-Efficacy	.406	.074	.432	5.507	.000	Reject H_0	Significant
Utility Value	.096	.111	.076	.867	.387	Failed to Reject H_0	Not Significant

Note: R = .520; R2 = .270, F-value = 13.436; p-value = 0.000

The results show that two domains significantly influence course engagement: intrinsic value and utility value. The intrinsic value indicator has a Beta coefficient of -.366, indicating that a one-unit increase in intrinsic value is associated with a .366 unit decrease in course engagement, holding all other variables constant. The utility value indicator has a Beta coefficient of -.245, indicating that a one-unit increase in utility value is associated with a .245 unit decrease in course engagement, holding all other variables constant. These results suggest that junior high school learners in the Davao Oriental division are more likely to be engaged in STEM courses when they see the intrinsic value of the material, such as finding it interesting and enjoyable, and when they see the utility value of the material, such as its relevance to their future careers or addressing societal challenges. Regarding the overall model part, the linear regression analysis shows that learner's motivation and course engagement have a moderate positive correlation, with an R-value of .520 and an R2 value of .270. This indicates that 27 percent of the variance in course engagement can be explained by the variance in learner's motivation. The F-value of 13.436 and the p-value of 0.000 indicate that the overall model is statistically significant, and the independent variables of learner's motivation significantly predict the dependent variable of course engagement. The findings from the linear regression analysis provide evidence that among the various indicators of learners' motivation, specifically in the context of junior high school students, self-efficacy emerges as the sole significant predictor of course engagement. The regression coefficients reveal a positive relationship (B = .406, Beta = .432), indicating that higher levels of self-efficacy are associated with increased course engagement. The significance of this relationship is further supported by the large t-value (T = 5.507) and the small standard error (SE = .074). The current study's findings align with previous research conducted by Tindage et al., (2020), which highlighted the positive association between instructional feedback, students' feedback orientation, and feedback self-efficacy with student engagement. This suggests that feedback plays a vital role in promoting student engagement, and the presence of high self-efficacy beliefs enhances the impact of feedback on engagement levels. Additionally, the study by Pelet and Zamani (2020) supports the notion that engagement in course-related social media groups positively influences student engagement in the subject matter, leading to improved self-efficacy among learners. These studies, together with the current findings, emphasize the significance of self-efficacy as a key motivational factor that influences student engagement, highlighting the need for interventions and strategies that foster self-efficacy beliefs and provide effective feedback mechanisms to enhance student engagement in educational contexts.

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4. Conclusions and Recommendations

This chapter presents the summary of the findings, the conclusions based on the findings, and the recommendations generated from the findings and conclusions. The study was conducted to determine whether there was a significant relationship between junior high school learners' motivation and course engagement in Davao Oriental. The study also identified the level of learners' motivation of junior high school learners when analyzed in terms of intrinsic value, self-regulation, and utility value. Moreover, the level of course engagement of junior high school learners in terms of applied engagement, goal-oriented engagement, self-discipline engagement, and interactive engagement. Aside from the main objective of finding the relationship between learners' motivation and course engagement in junior high school, this study also sought out which domain of learners' motivation significantly influences the course engagement of junior high school learners. To find the answers, the researcher surveyed junior high school learners in selected schools in the Division of Davao Oriental. The researcher employed a descriptive-correlation method of research, using an adapted questionnaire as the research instrument. The statistical tools used in interpreting and analyzing the data were Mean, Pearson Product Moment Correlation Coefficient or Pearson r, and linear regression.

4.1. Findings—The findings of the study were as follows: The level of learner motivation of junior high school learners' intrinsic value, self-regulation, self-efficacy, and utility value was high or interpreted very often. High motivation levels could contribute to positive classroom dynamics, collaboration, and student engagement. To capitalize on this finding, educators and policymakers should continue to foster and nurture students' motivation through engaging instructional methods, personalized learning approaches, and the integration of real-world applications, ultimately promoting a lifelong love for learning and academic success. Additionally, highly engaged students in their courses were more likely to develop critical thinking skills, problem-solving abilities, and effective communication. Their active involvement fosters a positive learning environment, encourages peer collaboration, and promotes a sense of ownership and responsibility for their education. To leverage this finding, educators should continue to employ instructional strategies that promote active learning, student-centered approaches, and opportunities for hands-on experiences. Creating an engaging and interactive classroom environment will further enhance students' course engagement, maximize their learning potential, and contribute to academic success.

Junior high school learners' level of course engagement in terms of applied engagement, goal-oriented engagement, self-discipline engagement, and interactive engagement is high or very often manifested. The high level of course engagement among junior high school students implies that these students are actively involved and invested in their learning experiences. This high level of course engagement suggests that students are attentive, participative, and focused during class activities, discussions, and assignments. They demonstrate a genuine interest in the subject matter, which can lead to better comprehension, knowledge retention, and overall academic achievement. There was a significant relationship between learner motivation and course engagement of junior high school learners. Intrinsic value and utility value are domains of learners' motivation that significantly influence the course engagement of junior high school learners. . It highlights the importance of creating learning environments that foster students' intrinsic in-

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terest and perceived usefulness of the course material. Recognizing and promoting the intrinsic value of the subject matter can enhance students' enjoyment and engagement as it taps into their personal interests and passions. Similarly, emphasizing the utility value of the course material by highlighting its relevance to their future goals and real-world applications can enhance students' motivation and engagement. Educators can incorporate instructional strategies that connect the course content to students' lives, interests, and career aspirations, demonstrating its practicality and value. Additionally, providing opportunities for student autonomy, such as project-based learning or choice assignments, can further enhance intrinsic and utility value, leading to increased course engagement. By understanding the influence of intrinsic and utility values on course engagement, educators can design effective instructional approaches that nurture students' motivation and create meaningful learning experiences.

4.2. Conclusions—Based on the findings of the study, the following conclusions are presented:

The level of learner motivation of junior high school learners' intrinsic value, self-regulation, self-efficacy, and utility value was high. The high level of learner motivation among junior high school learners was that these students possess a positive attitude toward learning and are motivated to engage in academic activities. This suggests that they are more likely to actively participate in classroom discussions, complete assignments, and seek opportunities for further learning. The high level of learner motivation indicates a conducive learning environment and effective teaching strategies that have instilled a sense of curiosity, drive, and enthusiasm in students. As a result, these motivated students are more likely to experience improved academic performance, as their intrinsic motivation fuels their desire to acquire knowledge and achieve their educational goals.

The level of course engagement of junior high school learners, in terms of applied engagement, goal-oriented engagement, self-discipline engagement, and interactive engagement, is high. The high level of course engagement among junior high school students implies that these students are actively involved and invested in their learning experiences. This high level of course engagement suggests that students are attentive, participative, and focused during class activities, discussions, and assignments. They demonstrate a genuine interest in the subject matter, which can lead to better comprehension, knowledge retention, and overall academic achievement. There was a significant relationship between learner motivation and course engagement of junior high school learners. The significant relationship between learner motivation and course engagement among junior high school learners has important implications for their academic success and overall learning experience. The findings suggest that highly motivated students are more likely to engage in their courses actively. This means that their intrinsic desire to acquire knowledge, their positive attitudes toward learning, and their willingness to invest effort and time in their studies positively influence their level of course engagement. This reciprocal relationship between motivation and engagement creates a positive feedback loop, as increased engagement further enhances motivation, leading to a deeper and more meaningful learning experience. Intrinsic value and utility value are domains of learners' motivation that significantly influence the course engagement of junior high school learners. The findings that inherent value and utility value significantly affect the course engagement of junior high school learners have important implications for educators and school administrators.

4.3. Recommendations—Based on the findings and conclusions, the following recommendations are put forward to those concerned:

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Department of Education Policymakers was imperative to recognize the high level of learner motivation and course engagement among junior high school learners as a positive indicator of their educational experience. In light of these findings, policymakers should prioritize developing and implementing policies that promote student-centered and engaging instructional approaches. This may involve allocating resources for professional development programs that equip teachers with practical strategies to enhance learner motivation and course engagement. Furthermore, integrating research-based methods and instructional technologies into the curriculum can create an environment that fosters intrinsic motivation and utility value. By placing emphasis on these factors, policymakers can contribute to the overall improvement of students' academic outcomes and their lifelong love for learning. Public and Private School Administrators. For public and private school administrators, the recognition of the high level of learner motivation and course engagement among junior high school learners should inspire efforts to create a supportive and conducive learning environment. Administrators should prioritize the provision of necessary resources and support for teachers to implement effective instructional strategies. Moreover, fostering a positive school culture that values and recognizes student achievements can further enhance course engagement. Encouraging collaboration among teachers to share best practices in promoting learner motivation and course engagement will also contribute to creating a thriving learning community. By actively supporting and nurturing learner motivation and course engagement, administrators can foster a positive educational experience for students and contribute to their overall academic success. School administrators may recognize the importance of fostering and nurturing student motivation to promote course engagement. They can implement teaching strategies that tap into students' interests, provide meaningful and relevant learning experiences, and offer autonomy and self-directed learning opportunities. Promoting a supportive and inclusive classroom environment that values student input, encourages collaboration, and celebrates achievements could also enhance learner motivation and course engagement. By understanding and leveraging this relationship, educators can create an engaging and stimulating learning environment that maximizes students' potential and fosters their overall academic growth. Public and Private Science Teachers. For public and private science The findings indicate that a high level of learner motivation and course engagement among junior high school learners underscores the importance of designing and implementing instructional practices that capitalize on intrinsic and utility values. Science teachers should prioritize hands-on experiments, real-world applications, and problem-solving activities to make learning experiences more engaging and relevant. Creating a supportive and encouraging classroom environment that promotes student curiosity, creativity, and self-efficacy in science learning is crucial. Moreover, incorporating collaborative and interactive approaches, such as group discussions and project-based learning, can further enhance learner motivation and course engagement. By cultivating intrinsic and utility values in science education, teachers can foster a lifelong passion for scientific inquiry and exploration among their students. Parents and Guardians. For parents and guardians, identifying a high level of learner motivation and course engagement among junior high school learners emphasizes the importance of active support and encouragement. Parents and guardians may understand their engagement and play a vital role in nurturing and sustaining their children's motivation and course engagement. They should foster a positive attitude towards education, consistently show interest in their children's learn-

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ing experiences, and provide opportunities for them to explore their interests and passions. Collaboration with teachers and schools is essential, as parents and guardians should stay informed about their children's progress and be actively involved in their educational journey. By establishing a strong home-school partnership and fostering a supportive learning environment, parents and guardians can contribute significantly to their children's continued motivation and course engagement. Public and Private Junior high school learners. For public and private junior high school learners, the findings of a high level of learner motivation and course engagement highlight the importance of taking ownership of one's learning journey. Students may actively engage in their courses by seeking connections between the course material and their interests and future goals. They should embrace opportunities to ask questions, participate in discussions, and take on challenging tasks. Developing a growth mindset, which includes embracing challenges and persevering through difficulties, is essential for maintaining motivation and course engagement. Additionally, students can seek support from teachers, mentors, and peers to enhance their learning experiences further. By actively nurturing their motivation and course engagement, junior high school learners can maximize their educational potential and pave the way for future academic success. Future Researchers. Learner motivation and course engagement among junior high school learners provides valuable insights and suggests areas for further investigation. Future researchers could delve deeper into the underlying factors and mechanisms influencing learner motivation and course engagement in diverse educational contexts. Exploring the long-term effects of learner motivation and course engagement on academic outcomes and career aspirations can provide a more comprehensive understanding of their impact. Researchers can also examine the effectiveness of specific instructional strategies and interventions aimed at enhancing learner motivation and course engagement. Additionally, investigating the role of individual differences, such as self-efficacy beliefs and academic goals, in shaping learner motivation and course engagement would contribute to a nuanced understanding of these constructs. Longitudinal studies can shed light on the developmental trajectories of learner motivation and course engagement and how they evolve over time. By expanding the knowledge base in this area, future researchers can inform the development of evidence-based practices and interventions that promote optimal learner motivation and course engagement, ultimately enhancing the overall educational experience and outcomes for junior high school learners.

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