

Enhancing Student Motivation for Academic Excellence and Extracurricular Participation: A Multi-Dimensional Approach

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Abstract – In the dynamic realm of Information Technology (IT) education, fostering motivation among Bachelor of Science in Information Technology (BSIT) students is paramount for cultivating well-rounded graduates prepared to excel in their careers. This research comprehensively explores factors influencing student motivation, encompassing academic excellence, diverse extracurricular pursuits, and holistic learning experiences.

The study reveals key motivators, such as personal interest and effective teaching, and delves into the multifaceted landscape of extracurricular participation, emphasizing the need for tailored strategies within the IT program. While skills development and networking opportunities stand out, variations in holistic learning engagement underscore the importance of understanding individual motivations. The research highlights the impact of various motivational techniques, identifying interactive workshops as highly effective for hands-on learning. However, it suggests that the institution should continuously refine interventions for broader engagement. In response to these insights, the study proposes a comprehensive framework prioritizing academic support services, recognition of achievements, mentorship opportunities, and interdisciplinary learning. Despite positive reception, challenges like lack of awareness and resource constraints require strategic communication and resource allocation, emphasizing the inclusive involvement of students in decision-making processes for the framework's success. This research not only provides a snapshot of student motivation but also offers actionable recommendations for educational institutions to create an environment where BSIT students flourish academically, engage actively in meaningful extracurricular activities, and develop a lifelong love for learning. By prioritizing intrinsic motivators, diversifying extracurricular offerings, addressing variations in learning preferences, and continuously refining motivational techniques, institutions can empower their students to be technically proficient, engaged, motivated, and well-

equipped for success in the ever-evolving IT landscape.

Keywords – BSIT Students, Extracurricular Activities, Holistic Learning, IT Education, Student Motivation

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INTRODUCTION

In the ever-evolving landscape of education, the pursuit of academic excellence and active engagement in extracurricular activities are paramount in shaping well-rounded, successful individuals [1]. However, at the core of these endeavors lies a fundamental challenge: the motivation that fuels them. Motivation is the driving force that propels students toward excellence in their studies and encourages their active participation in the vibrant tapestry of extracurricular life [2]. It is the spark that ignites curiosity, fosters personal growth, and nurtures a lifelong love of learning. Therefore, understanding how to enhance student motivation represents not only an educational aspiration but a personal and professional commitment for the researcher undertaking this journey.

This research embarks on an expedition to explore and unravel the complex web of factors that influence student motivation for both academic excellence and participation in extracurricular activities [3]. In taking a multi-dimensional approach, this pursuit aims to paint a comprehensive picture of the motivations that drive students, recognizing that the pathways to academic success and extracurricular engagement are interconnected and interdependent [4]. In doing so, the researcher seeks not only to diagnose the challenges but to offer practical solutions that will empower students, educators, parents, and institutions to nurture a generation of motivated and accomplished individuals.

Motivating BSIT (Bachelor of Science in

Information Technology) students entails making coursework relevant by emphasizing real-world applications, promoting interactive learning and hands-on projects, and offering mentorship and recognition for achievements [5]. Students should be made aware of the career prospects in the IT field and engage in extracurricular activities, fostering a sense of belonging [6]. Flexibility in learning styles and ongoing feedback for improvement are crucial [7] and showcasing success stories of BSIT graduates can inspire current students to excel in their studies and future careers.

Enhancing student motivation is not merely an academic pursuit; it is a personal and professional investment [8]. A motivated student is not only more likely to excel academically but also to become a proactive participant in the broader community, shaping the future with their knowledge, skills, and passion. This research aspires to be a beacon in the journey to inspire, engage, and empower the students of today, who will undoubtedly become the leaders, innovators, and change-makers of tomorrow.

OBJECTIVES OF THE STUDY

This study aimed to identify key factors influencing BS Information Technology student motivation for academic excellence, participation in extracurricular activities, and engagement in holistic learning experiences that encompass instruction, research, and community extension. To assess the impact of various motivational techniques and interventions on students' engagement in their academic studies, extracurricular pursuits, and holistic learning. To develop a comprehensive framework for promoting student motivation that integrates academic excellence, extracurricular participation, and holistic learning.

MATERIALS AND METHODS

Research Design

This study adopted a quantitative survey research design to explore the relationship between student engagement, extracurricular activities, self-efficacy, and academic success among Bachelor of Science in Information Technology (BSIT) students across all year levels.

Respondents of the Study

The population of interest included all BSIT students from various year levels. A sample size of 74 students was calculated using a 95% confidence level and an 8.35% margin of error from a population of 155 students.

Data Collection

Participants were selected through random sampling from each year level. The research utilized a structured questionnaire as the primary data collection instrument. The questionnaire included sections on demographics, types and levels of engagement, participation in extracurricular activities, self-efficacy, and academic performance. The survey was administered electronically to enhance accessibility and participation. The questionnaire had undergone reliability testing through Cronbach's Alpha to ensure the internal consistency of the survey items.

Data Gathering Procedure

The process of acquiring data employed Google Forms to collect comprehensive information. Following this, the gathered data underwent a detailed transformation, shaping into visually informative charts that effectively represented the collected information.

Data Analysis

A comprehensive analysis was undertaken, exploring the intricacies of the charts to extract nuanced and meaningful insights. This interpretative phase played a vital role in synthesizing raw data into valuable, actionable knowledge.

Ethical Considerations

Participants in this study were carefully informed about the research's purpose, procedures, and benefits, with their informed consent obtained prior to data collection, underscoring the voluntary nature of their participation. The anonymity and confidentiality of participants were rigorously maintained through anonymization of collected data and the implementation of measures to prevent individual responses from being traced back to specific participants.

Additionally, voluntary participation was emphasized throughout the study, allowing participants the freedom to withdraw at any stage without facing consequences. The research aimed to contribute valuable insights without causing harm, with measures in place to minimize potential discomfort. Ethical considerations, including approval from the Institutional Review Board (IRB), were meticulously addressed. Following data collection, participants were provided with a debriefing statement, offering additional information about the study's purpose and

providing resources or support if needed. This research adhered to ethical principles outlined in the Belmont Report and other relevant guidelines governing research involving human participants.

RESULTS AND DISCUSSION

Section 2: To identify key factors influencing BS Information Technology student motivation for academic excellence, participation in extracurricular... excellence in the information Technology program? 74 responses

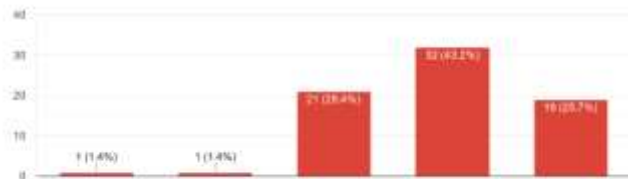


Figure 2.1. Key Factors Influencing Student Motivations

The bar graph reveals insightful patterns regarding the factors influencing academic excellence, participation in extracurricular activities, and success in the Information Technology (IT) program among Bachelor of Science in Information Technology (BSIT) students. Notably, the most prominent driver for academic excellence is "interest in the subject matter," with 43.2% of students emphasizing its significance, followed by "desire to learn new things" at 28.4%, and "good teaching" at 25.7% (Figure 1). Conversely, factors such as "peer pressure" and "parental pressure" were identified as the least important, each garnering only 1.4% of student responses.

The findings underscore the diverse motivations of BSIT students, highlighting the importance of intrinsic factors such as interest and the desire to learn and succeed in their chosen field. Notably, peer and parental pressures appear to exert minimal influence on academic pursuits within this cohort. This aligns with broader research, as demonstrated by Pascarella and Terenzini's [9] study, which identified academic ability, effort, and interest in the subject matter as pivotal factors for student success in college. Importantly, their findings also resonated with the present study, indicating that students motivated by external pressures, such as peer or parental influence, were less likely to succeed.

In summary, the graphical representation provides valuable insights into the motivational dynamics of BSIT students. The alignment of these results with existing literature reinforces the significance of intrinsic motivators in fostering academic success and engagement within the IT program.

2.2. What factors do you believe contribute most to your motivation for academic excellence in the Information Technology program? (Select all that apply.) 74 responses

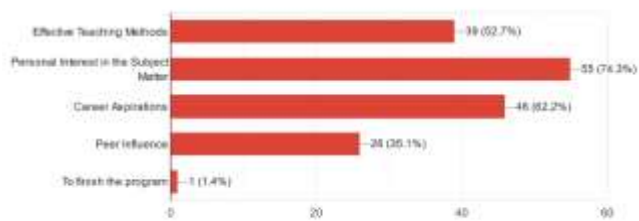


Figure 2.2. Key Factors that Contribute Most to Student Motivation

The bar graph offers insights from a survey conducted among students within the Information Technology program, probing into the pivotal factors driving their motivation for academic excellence. Participants were prompted to prioritize factors such as Effective Teaching Methods, Personal Interest in the Subject Matter, Career Aspirations, Peer Influence, and the goal of program completion. Notably, the graph highlights that students overwhelmingly deemed Personal Interest in the Subject Matter (74.3%), Effective Teaching Methods (52.7%), and Career Aspirations (62.2%) as the most influential elements. In contrast, Peer Influence (35.1%) and the sole ambition of program completion (1.4%) emerged as the least significant motivators for academic excellence.

These findings underscore a prevalent trend indicating that students are chiefly motivated by intrinsic factors, notably their personal interest in the subject matter and the quality of teaching they receive. Additionally, aspirations tied to career goals play a substantial role in driving academic motivation. Conversely, the impact of external factors such as peer influence and the mere desire to complete the program appears to be comparatively minimal.

While recognizing that this survey reflects the perspectives of a specific group and may not be universally applicable to all Information Technology program students, the congruence of these results with existing research on student motivation adds credibility. Prior studies consistently underscore the significance of factors such as interest in the subject matter, effective teaching, and career aspirations as pivotal contributors to student success. Thus, the alignment of these findings with established literature reinforces their relevance and provides a nuanced understanding of the motivational

landscape within the Information Technology academic domain.

the crucial role networking plays in securing future careers in the competitive IT landscape [11].

2.3. How actively are you involved in extracurricular activities related to Information Technology (e.g., student organizations, competitions, hackathons)?
74 responses

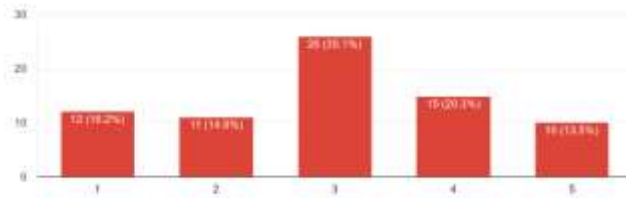


Figure 2.3. Student Involvement in Extracurricular Activities

The depicted graph delineates the diverse levels of student involvement in Information Technology (IT) extracurricular activities, revealing a nuanced landscape of engagement. The findings indicate that 35.1% of students responded that they are moderately engaged in IT extracurricular activities. Conversely, 20.3% and 13.5% of students participate actively and very actively respectively.

A noteworthy observation is the substantial number of students actively participating in IT extracurricular activities, suggesting a pervasive interest in the field. The data portrays a spectrum of involvement, ranging from those not engaged at all to those deeply immersed in multiple activities. This diversity underscores the availability of varied opportunities for students to engage in IT, accommodating differences in experience levels and individual interests.

In summary, the visual representation encapsulates a snapshot of student participation in IT extracurricular activities, emphasizing a robust interest within the student body. The data further highlights the existence of multiple pathways for students to become involved in IT, irrespective of their prior experience or level of interest. These insights contribute to a comprehensive understanding of the dynamic landscape of student engagement in the realm of Information Technology.

The figure 2.4 reveals fascinating insights into the motivations of students who partake in extracurricular activities related to information technology (IT). Notably, intrinsic factors take center stage, with Skills Development topping the list at 79.7% [10]. This suggests that students are far more driven by a genuine desire to hone their IT skills and knowledge than purely external rewards. Further bolstering this notion is the significant presence of Networking Opportunities at 58.1%, indicating a keen awareness among students of

2.4. What motivates you to participate in extracurricular activities related to Information Technology? (Select all that apply)
74 responses

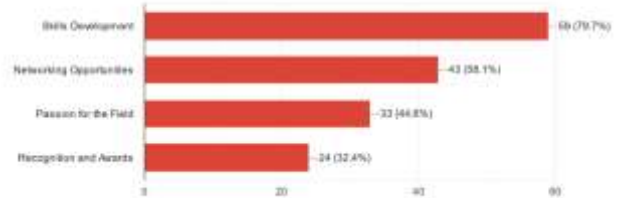


Figure 2.4. Motivations to Participate in Extracurricular Activities

While intrinsic motivations reign supreme, the graph also highlights the importance of Passion for the Field, attracting 44.6% of respondents, indicating that genuine interest in the subject fuels their active participation (Hidi & Renninger, 2006). The presence of Recognition and Awards at 32.4% suggests a secondary role for external validation, potentially motivating continued engagement and achievement [8].

Overall, the data presented paints a picture of students pursuing IT extracurriculars with a blend of intrinsic passion and strategic pragmatism. They actively seek to develop their skillset, fueled by genuine interest in the field, while simultaneously recognizing the valuable networking opportunities and potential recognition available. This complex interplay of motivations bodes well for their future success in the ever-evolving world of IT, where both technical prowess and strong career connections are key.

2.5. To what extent do you engage in holistic learning experiences, including instruction, research, and community extension, within the information Technology program?
74 responses

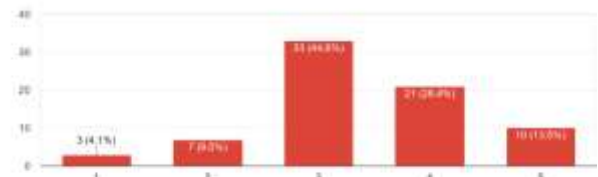


Figure 2.5. Extent of Engagement in Holistic Learning Experiences

The data painting the landscape of student engagement in holistic learning experiences within the IT program reveals intriguing and important insights. Notably, 44.6% of students reside in the "somewhat engaged" realm (level 3), representing the highest concentration among all response options. This signals a promising foundation, where students demonstrably engage with these holistic opportunities, albeit not at the deepest level.

However, the statistics also illuminate an area demanding attention: nearly 13.6% of students report little to no engagement (levels 1 and 2). This highlights a gap in accessibility or appeal of these experiences for a significant portion of the student body. Despite the "somewhat engaged" majority, a compelling picture emerges when we consider the combined 13.5% and 28.4% of students actively embracing "very highly engaged" (level 5) and "moderately engaged" (level 4) experiences. This dedicated minority vividly demonstrates the value placed on holistic learning by a sizeable cohort, actively seeking to transcend traditional classroom boundaries and dive deeper into interconnected realms of instruction, research, and community interaction.

These findings paint a portrait of an IT program where holistic learning experiences spark genuine interest and participation in a considerable segment of the student body. Yet, the presence of disengaged students and the dominant "somewhat engaged" group warrant further exploration. Delving deeper into the reasons behind varying engagement levels through targeted investigation (e.g., surveys, interviews) will be crucial in tailoring interventions and refining the program structure to foster more widespread and meaningful engagement with holistic learning opportunities.

Ultimately, this data unveils a multifaceted landscape of student engagement within the IT program's holistic learning offerings. While positive engagement shines through in a sizable cohort, there's also room to cultivate a program that entices and empowers even more students to embark on these enriching and transformative journeys. By addressing the concerns of the disengaged and nurturing the aspirations of the highly engaged, the IT program can pave the way for a future where holistic learning becomes the norm, empowering students to not only master technical skills but also cultivate critical thinking, collaborative spirit, and a keen sense of responsibility towards the larger community.

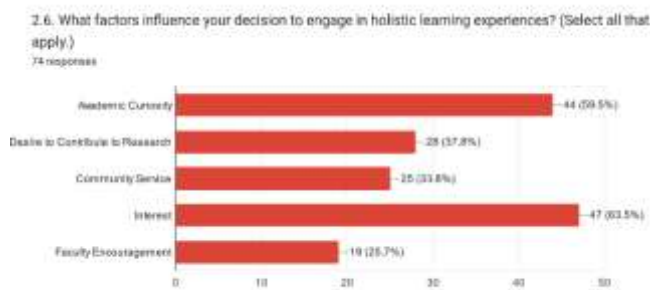


Figure 2.6. Influencers to Participate in Extracurricular Activities

Personal motivation and engagement reign supreme as the driving forces behind holistic learning experiences, where a resounding 63.5% of respondents cited interest as their primary motivator. This emphasizes the crucial role intrinsic desire and active participation play in fostering well-rounded learning journeys. Academic curiosity follows closely behind, with 59.5% of respondents highlighting its importance. This underscores the need to ignite a sense of wonder and inquiry in learners, encouraging them to delve deeper into subjects and seek genuine understanding.

The desire to contribute to something bigger than oneself also emerges as a significant motivator. With 37.8% citing research and 33.8% mentioning community service, the study reveals that learners are driven by opportunities to make a meaningful impact beyond their own academic pursuits.

While faculty encouragement may not top the list, its influence shouldn't be underestimated. Cited by 25.7% of respondents, it serves as a reminder of the importance of supportive relationships and guidance from educators in shaping holistic learning experiences.

To effectively cultivate holistic learning environments, educators and institutions should leverage the key motivators identified in this study. Firstly, prioritizing personal interest and engagement is crucial of respondents. This entails implementing learner-centered methods, offering choices and ownership in learning paths, and ensuring curriculum relevance and application (e.g., project-based learning). Secondly, sparking academic curiosity and a thirst for deeper understanding is essential. Open-ended inquiry, critical thinking skills development, and opportunities for exploration and discovery can all ignite a passion for knowledge. Thirdly, providing avenues for research and community service engagement can be highly motivating. Integrating real-world applications, connecting coursework to meaningful projects, and offering platforms for addressing local or global issues

can empower learners to make a positive impact. Finally, nurturing supportive relationships and offering consistent encouragement from faculty plays a vital role. Building trust, providing individual guidance, and celebrating learner achievements are key to creating a nurturing environment that fosters holistic learning. By tapping into these core motivators and tailoring their approaches accordingly, educators and institutions can create truly inspiring learning journeys that cater to the diverse needs and aspirations of their learners.

applicable) to 5 (positive impact). A small percentage (7.6%) found motivational techniques to be not applicable, suggesting that, for some, these techniques may not be relevant in the context of academic engagement. Another fraction (6.1%) perceived a low impact, indicating that certain motivational strategies might need improvement. The majority (28.8%) considered motivational techniques to have a moderate impact, suggesting a recognized but not universally transformative effect. A significant portion (40.9%) believed in a high impact, and a notable percentage (16.7%) perceived a very high impact, indicating a widespread recognition of the positive influence of motivational techniques on academic engagement. Overall, the data portrays a positive trend, with a majority acknowledging at least a moderate impact, encouraging the belief that effective motivational techniques can enhance student involvement in academic activities. However, further exploration into the diversity of techniques, individual differences, and contextual factors is essential for a nuanced understanding of this relationship.

Section 3: To assess the impact of various motivational techniques and interventions on students' engagement in their academic studies, extracurricular activities, and overall institutional involvement, please indicate your level of agreement with the following statement: "The institution's efforts to enhance your academic engagement are effective." (74 responses)

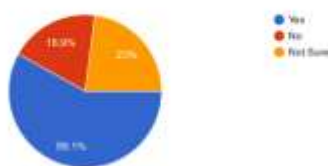


Figure 3.1. Student Experience on Motivational Techniques and Interventions

This study explored student perceptions of their institution's efforts to enhance academic engagement, revealing a nuanced picture. While a majority (58.1%) agreed that effective measures were in place, 18.9% disagreed and 23% remained unsure. Examining these contrasting viewpoints sheds light on the complexity of promoting engagement.

The high agreement could reflect the success of initiatives like engaging learning approaches, supportive academic environments, and student trust in the institution's commitment. However, the "No" response highlights potential shortcomings, urging evaluation of specific measures and ensuring they address diverse student needs. The "Unsure" group suggests that some may lack awareness of existing measures or require clearer communication regarding their impact.

Further research using qualitative methods like interviews or focus groups could delve deeper into the reasons behind each response. Disaggregating data by student demographics might reveal variations in engagement across groups, informing targeted interventions. Ultimately, by understanding the perspectives of "Yes," "No," and "Unsure" students, the institution can refine its engagement strategies and create a truly inclusive and supportive learning environment.

The figure 3.2 reflects respondents' perceptions of the impact of motivational techniques on academic engagement, using a scale ranging from 1 (not

3.2. If yes, please describe the impact of these motivational techniques on your academic engagement. (66 responses)

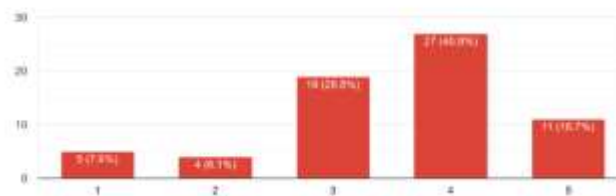


Figure 3.2. Impact Assessment of Motivational Techniques and Interventions

3.3. How do you perceive the effectiveness of current motivational interventions in promoting extracurricular participation among Information Technology students? (74 responses)

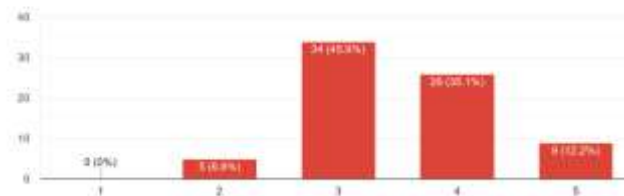


Figure 3.3. Perception of Effectiveness of Motivational Techniques and Interventions

The data provides insights into the perceived effectiveness of motivational techniques and interventions, with responses categorized on a scale from

1 (very ineffective) to 5 (very effective). Notably, no respondents rated these techniques as "very ineffective," indicating a consensus that they do not perceive the approaches as entirely without merit. A small percentage (6.8%) found the techniques ineffective, suggesting room for improvement in certain strategies. The majority of respondents (45.9%) considered the techniques moderately effective, reflecting a widespread acknowledgment of positive impact but also indicating the potential for enhancement. A significant portion (35.1%) perceived the techniques as effective, signifying a substantial number of individuals who find these approaches beneficial in influencing behavior or attitudes positively. Furthermore, a notable but smaller percentage (12.2%) regarded the techniques as very effective, suggesting that, for some, these strategies have a highly impactful and transformative effect. Overall, the data indicates a positive perception of the effectiveness of motivational techniques and interventions, with room for refinement and exploration of more impactful strategies. Consideration of individual differences, the specific types of interventions, and contextual factors can further inform the development and implementation of motivational approaches in various settings.

3.4. In your opinion, what additional motivational techniques or interventions could enhance holistic learning experiences for Information Technology students?
74 responses

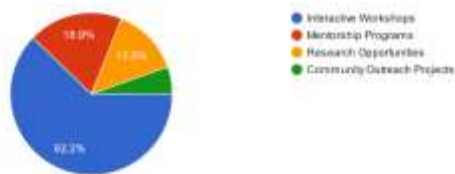


Figure 3.4. Motivational Techniques and Interventions

The data reveals insightful perspectives on the perceived effectiveness of different motivational techniques and interventions among respondents. A significant majority, comprising 62.2%, views interactive workshops as highly effective, suggesting that hands-on and participatory learning experiences hold substantial motivational value. In contrast, mentorship programs are considered effective by 18.9% of respondents, indicating positive recognition but a lower level of impact compared to interactive workshops. Research opportunities, with a positive perception from 13.5% of respondents, highlight the motivational potential of involving students in academic

exploration and research projects. The remaining 5.4% attributed to community outreach projects, indicates that this approach is recognized as a motivational technique, albeit to a lesser extent than interactive workshops. The diverse distribution of responses underscores the importance of incorporating a range of motivational strategies to cater to individual preferences. Notably, the prominence of interactive workshops suggests their strength in engaging and motivating individuals, while other approaches may benefit from targeted enhancements based on the identified perceptions. This data provides valuable insights for educational institutions and program developers to refine and diversify their motivational interventions, optimizing their impact on student engagement and motivation.

Section 4: To develop a comprehensive framework for promoting student motivation that integrates academic excellence, extracurricular participation, ... motivation in the Information Technology program?
74 responses

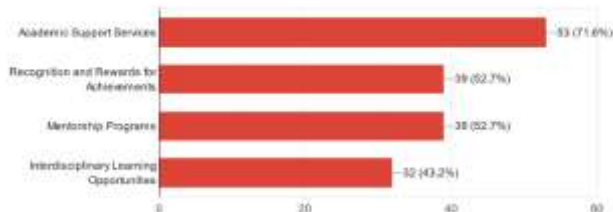


Figure 4.1. Elements in a Comprehensive Framework

The data underscores the critical elements within a comprehensive framework for student success. Notably, academic support services emerge as the foremost priority, garnering a substantial 71.6% consensus among respondents. This resounding emphasis suggests a widespread recognition of the pivotal role that services such as tutoring, counseling, and study resources play in fostering student success and overall satisfaction. The prominence of academic support services highlights the imperative for educational institutions to invest in and enhance these foundational pillars to ensure a robust support system for students.

Recognitions and rewards for achievements and mentorship programs both share a significant importance, each endorsed by 52.7% of respondents. This reflects a collective acknowledgment that positive reinforcement and personalized guidance are integral components of a comprehensive framework. The data also indicates a recognition, albeit to a slightly lesser extent (43.2%), of the value of interdisciplinary learning opportunities. This suggests that while there is appreciation for integrating diverse academic

perspectives, there may be varying degrees of emphasis on interdisciplinary approaches within the broader framework. In conclusion, the insights from this data provide educational institutions with valuable guidance in tailoring their strategies to prioritize essential elements and create a supportive environment that addresses the multifaceted needs of their student body.

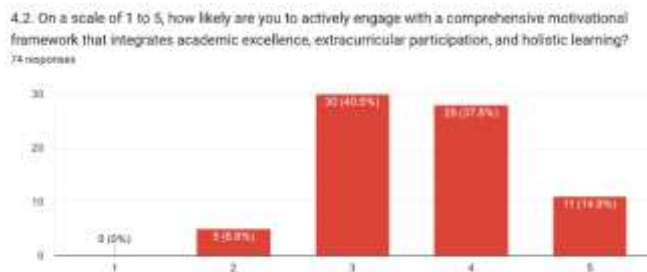


Figure 4.2. Student Engagement in a Comprehensive Framework

The data provides insights into the perceived likelihood of student engagement within a comprehensive motivational framework, as gauged on a scale ranging from 1 (not likely) to 5 (very likely). Notably, there is a prevailing optimism, with no respondents indicating a low or "not likely" probability of student engagement. The majority of respondents, constituting 52.7%, express a positive inclination, with 37.8% rating the likelihood as high (4) and an additional 14.9% rating it as very high (5). This collective sentiment suggests a general confidence in the effectiveness of the comprehensive motivational framework in fostering meaningful student engagement.

A substantial portion, accounting for 40.5% of respondents, perceives a moderate likelihood of student engagement. This indicates that while there is an overall positive outlook, there exists a recognition that the effectiveness of the motivational framework may vary among students. Understanding and addressing these variations can be instrumental in tailoring interventions to better meet the diverse needs and preferences of the student body.

Although a minority, 6.8% of respondents express a low likelihood of student engagement. While this suggests a less optimistic perspective, it also highlights an opportunity for educational institutions to identify areas of improvement and refine their motivational strategies. Continuous assessment and adjustment based on feedback will be crucial in ensuring that the comprehensive motivational framework evolves to

effectively engage students and enhance their overall educational experience.

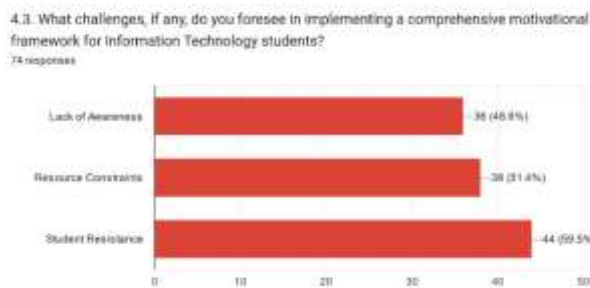


Figure 4.3. Challenges Foreseen in a Comprehensive Framework

The data reveals a nuanced perspective on the challenges foreseen in implementing a comprehensive framework, with each factor reflecting potential hurdles that institutions may encounter. Nearly half of the respondents express concerns about a lack of awareness (48.6%), indicating apprehension about the potential difficulty in ensuring that students are adequately informed about the comprehensive framework's components. This highlights the importance of robust communication strategies to bridge the awareness gap, ensuring that students understand the purpose and benefits of the framework.

Resource constraints emerge as another significant challenge, with slightly over half of the respondents (51.4%) expressing concerns in this regard. This suggests that institutions anticipate limitations in funding, personnel, or other resources that could hinder the successful implementation and sustainability of the comprehensive framework. Addressing this challenge requires strategic resource allocation, potentially seeking external partnerships, and exploring innovative, cost-effective solutions to maximize the impact of available resources.

A particularly noteworthy concern is student resistance, with the majority of respondents (59.5%) expressing apprehension about potential pushback or reluctance from students in embracing the changes proposed by the comprehensive framework. Overcoming student resistance necessitates a thoughtful and inclusive approach, involving students in decision-making processes and clearly communicating the benefits of the framework. By prioritizing engagement and collaboration, institutions can work towards building a sense of ownership among students, fostering a positive environment for the successful adoption of the

comprehensive framework. In conclusion, these identified challenges underscore the importance of a strategic, inclusive, and well-communicated implementation plan to ensure the effectiveness and sustainability of the comprehensive framework.

CONCLUSION AND RECOMMENDATION

The research identifies intrinsic factors, such as personal interest in the subject matter and effective teaching methods, as pivotal drivers for academic excellence. Furthermore, the study underscores the diverse motivations for extracurricular participation, with skills development and networking opportunities emerging as significant factors. Holistic learning experiences receive varying levels of engagement, highlighting the need for tailored strategies to address individual preferences within the Information Technology program. The data reveals a positive trend in the perceived impact of motivational techniques, with a majority acknowledging at least a moderate influence on academic engagement. Interactive workshops are identified as highly effective, emphasizing the significance of hands-on and participatory learning experiences. However, there is room for improvement in certain strategies, suggesting that institutions should continuously refine and diversify their motivational interventions to enhance student engagement comprehensively. The comprehensive framework emphasizes the paramount importance of academic support services, recognitions and rewards, mentorship programs, and interdisciplinary learning opportunities. The likelihood of student engagement within this framework is generally positive, with an acknowledgment of potential variations among students. Challenges, such as lack of awareness and resource constraints, highlight the need for strategic communication and resource allocation. Addressing student resistance

Educational institutions should prioritize intrinsic motivators, such as personal interest in the subject matter and effective teaching methods, as these have been identified as the most significant factors influencing academic excellence. Faculty members should focus on creating engaging and relevant learning experiences to nurture students' inherent interest in the field.

Recognizing the importance of skills development and networking opportunities in driving extracurricular participation, the institutions should diversify its offerings. This may include expanding interactive workshops, mentorship programs, and research

opportunities to cater to different interests and motivations among students.

Institutions should address the varying levels of engagement in holistic learning experiences by exploring strategies to make these opportunities more accessible and appealing. Conducting targeted investigations, such as surveys and interviews, can help uncover the reasons behind different engagement levels and inform interventions to make these experiences more meaningful for a broader student audience.

Educational institutions should tailor motivational techniques and interventions based on the preferences and needs of its student body. While interactive workshops are perceived as highly effective, other strategies like mentorship programs and research opportunities should be refined to maximize their impact. A personalized approach that considers individual differences can contribute to a more effective motivational strategy.

Institutions should conduct regular evaluations of their efforts to enhance academic engagement. Addressing the concerns of students who disagreed or were unsure about the effectiveness of current measures is crucial. Qualitative methods, such as interviews or focus groups, can provide deeper insights into the reasons behind varied perceptions and inform targeted improvements.

To overcome potential challenges like a lack of awareness, institutions should implement robust communication strategies to ensure that students are well-informed about the components and benefits of the comprehensive framework. Clear communication can help build understanding and garner support from the student body.

Recognizing resource constraints as a potential challenge, educational institutions should explore creative solutions for optimizing available resources. This may involve seeking external partnerships, leveraging technology, or adopting cost-effective approaches to implement and sustain the comprehensive framework.

To address concerns about student resistance, institutions should adopt an inclusive approach that involves students in decision-making processes related to the comprehensive framework. Clearly communicating the benefits and involving students in the design and implementation stages can help foster a sense of ownership and minimize resistance.

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