



## Controlled Motivation and Academic Engagement among College Students in a Philippine Higher Education Institution

<sup>1</sup>Angel May A. Borinaga; Joanna Mae Cabilangan; Ma. Angeline M. Fernandez;  
Maurise Jay S. Monteclaro; Ramon George Atento, PhD

<sup>1</sup>First City Providential College

### Abstract

This study examined the relationship between controlled motivation and academic engagement among college students in a Philippine higher education institution. Grounded in Self-Determination Theory, the study focused on controlled motivation as reflected in external regulation and introjected regulation, and academic engagement as reflected in behavioral, emotional, and cognitive involvement in learning. A quantitative descriptive-correlational design was employed. Data were gathered from 141 college students aged 18 to 24 at First City Providential College using stratified random sampling. The Controlled Motivation Scale and the Academic Engagement Inventory were used as research instruments. Descriptive statistics and Pearson product-moment correlation were applied to analyze the data. Results showed that the respondents had a moderate level of controlled motivation ( $M = 24.86$ ,  $SD = 4.57$ ) and a moderate-to-high level of academic engagement ( $M = 38.12$ ,  $SD = 6.33$ ). Correlation analysis indicated a significant moderate positive relationship between controlled motivation and academic engagement ( $r = 0.50$ ,  $p < .05$ ). The findings suggest that external and internal pressures may be associated with students' academic involvement, although such engagement may not necessarily reflect autonomous or personally valued motivation. The study highlights the need for learning environments that sustain engagement while gradually fostering autonomy, self-direction, and healthier forms of academic motivation.

**Keywords:** *controlled motivation; academic engagement; external regulation; introjected regulation; self-determination theory; college students*

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### 1. Introduction

Academic engagement is a central concern in higher education because it reflects the extent to which students participate in learning activities, remain emotionally connected to their studies, and apply cognitive effort in academic tasks (Gasiewski et al., 2012). In many college settings, however, engagement is not always driven by intrinsic interest or personally valued goals. Students may also comply with academic demands because of grades, parental expectations, institutional requirements, fear of failure, guilt, or the need to meet external standards. These forms of pressure-based academic participation are associated with controlled motivation, a construct situated within Self-Determination Theory (Vansteenkiste et al., 2014).

Self-Determination Theory distinguishes between autonomous and controlled forms of motivation. Autonomous motivation refers to engagement that arises from interest, personal value, or internalized goals, while controlled motivation refers to action shaped by external or internal pressures. Controlled motivation includes external regulation, where students act to obtain rewards or avoid punishment, and introjected regulation, where behavior is driven by

guilt, shame, ego involvement, or the desire to preserve self-worth (Vansteenkiste et al., 2014). In academic contexts, this distinction is important because students may appear engaged even when their participation is sustained primarily by pressure rather than genuine interest or self-directed commitment.

Previous studies suggest that motivation and engagement are closely connected to students' learning experiences and academic functioning. Motivation and engagement support students' capacity to acquire, retain, and apply knowledge, but the quality of motivation may shape the quality of engagement. In international contexts, Chen et al. (2023) found that academic motivation and social support were linked to academic engagement among university students, while controlled reasons underlying achievement goals may reflect external and internal pressures that shape academic behavior (Vansteenkiste et al., 2014). These findings suggest that pressure-driven motivation may sustain academic involvement, but it may also produce compliance-oriented participation rather than deeper learning engagement.

In the Philippine context, student motivation is similarly shaped by both internal and external influences. Tuyay and Camacho (2024) noted that academic motivation may be affected by family expectations, financial support, and social pressure, while Eslit (2023) emphasized that college students' motivation may involve both intrinsic interests and extrinsic factors such as recognition, rewards, and career aspirations. These conditions suggest that Filipino college students may engage in academic tasks not only because they value learning, but also because they are responding to external obligations, institutional expectations, and future-oriented pressures.

Despite the growing body of work on academic motivation and engagement, several gaps remain. Some studies have focused on academic performance rather than engagement itself, while others have emphasized selected dimensions of engagement without fully considering behavioral, emotional, and cognitive aspects together (Liu et al., 2024). Evidence from Japan indicates that introjected regulation may predict behavioral engagement (Umemoto & Inagaki, 2025), but it remains necessary to examine whether similar patterns are observable in other educational contexts, including among Filipino college students. Other studies on self-regulated learning and engagement also suggest that student participation should be examined more closely within classroom and institutional contexts (Cabrejas & Mendoza, 2023).

Understanding the relationship between controlled motivation and academic engagement is important for educators and institutions because pressure may increase participation in the short term while also creating risks for student well-being, autonomy, and learning quality. Studies grounded in Self-Determination Theory have shown that controlled motivation may be associated with stress, lower well-being, and less adaptive academic functioning, while autonomy-supportive environments may promote healthier and more sustainable forms of engagement (Howard et al., 2021; Johansen et al., 2023; Triebner et al., 2024). For this reason, examining controlled motivation among college students can help clarify whether academic engagement is sustained by meaningful self-direction or by pressure-based compliance.

This study aimed to examine the relationship between controlled motivation and academic engagement among college students in a Philippine higher education institution. Specifically, it sought to determine the level of controlled motivation among college students in terms of external regulation and introjected regulation; determine the level of academic engagement among college students in terms of behavioral, emotional, and cognitive engagement; examine whether there is a significant relationship between controlled motivation and academic engagement; identify which type of controlled motivation, external regulation or introjected regulation, is more commonly shown by college students; and derive insights that may help educators and schools promote more self-determined motivation and stronger academic engagement among students.

## 2. Review of Related Literature

### 2.1 *Controlled Motivation within Self-Determination Theory*

Controlled motivation is commonly examined within the broader framework of Self-Determination Theory, which distinguishes between autonomous and controlled forms of motivation (Vansteenkiste et al., 2014). Autonomous motivation refers to engagement driven by personal interest, internalized values, or meaningful goals. Controlled motivation, by contrast, refers to behavior shaped by external demands or internal pressures (Litalien et al., 2019). Studies applying Self-Determination Theory in technology-supported environments similarly show that motivational quality matters because behavior may be driven by either autonomous interest or controlled pressures (Bitrián et al., 2020). In academic settings, this distinction is important because students may complete tasks, attend classes, submit requirements, or participate in learning activities even when their engagement is not grounded in genuine interest or personal endorsement.

Controlled motivation includes external regulation and introjected regulation (Litalien et al., 2019). External regulation occurs when students act to obtain rewards, avoid punishment, comply with institutional requirements, or satisfy the expectations of others. Introjected regulation refers to behavior driven by internal pressures such as guilt, shame, anxiety, or the desire to maintain self-worth. These forms of motivation can encourage academic action, but they may also produce compliance-oriented participation rather than deep, self-directed learning. Howard et al. (2021), in their meta-analysis of student motivation and associated outcomes, emphasized that the quality of motivation matters because different motivational forms are linked to different academic and psychological outcomes.

Within higher education, controlled motivation may be especially visible among students who face strong pressure from grades, family expectations, financial concerns, scholarship conditions, or future career demands. Related evidence on technostress and academic motivation suggests that university students' psychological health can be affected by academic and technological pressures (Vallone et al., 2023). Although these pressures may help sustain academic participation, they may not necessarily support long-term autonomy, well-being, or intrinsic interest in learning (Johansen et al., 2023). Controlled motivation should therefore not be treated simply as either beneficial or harmful. It may increase academic effort in certain contexts, but its educational value depends on how strongly it supports or constrains students' psychological needs (Johansen et al., 2023; Lepinoy et al., 2023).

### 2.2 *Academic Engagement as Behavioral, Emotional, and Cognitive Involvement*

Academic engagement refers to the extent to which students are involved in their learning activities (Gasiewski et al., 2012). In this study, academic engagement is treated as a multidimensional construct composed of behavioral, emotional, and cognitive engagement. Behavioral engagement refers to observable participation in academic tasks, such as attending classes, completing assignments, joining activities, and complying with academic requirements. Emotional engagement refers to students' affective connection to learning, including interest, belongingness, enjoyment, frustration, or anxiety. Cognitive engagement refers to the mental effort students invest in understanding, processing, and applying academic material.

This multidimensional treatment is important because students may appear engaged in one dimension but not in others. A student may regularly submit assignments and attend classes, which indicates behavioral engagement, but may still feel emotionally detached from the course. Another student may value learning emotionally but lack effective study strategies or cognitive persistence. Liu et al. (2024) examined learning motivation, emotional engagement, and psychological capital in a blended learning university course and showed that engagement is closely connected to learning conditions and motivational processes. However, their focus on emotional engagement and academic performance also suggests the need for studies that examine broader engagement dimensions.

The focus on behavioral, emotional, and cognitive engagement addresses a meaningful gap. Rather than treating engagement as mere attendance or task completion, it recognizes that academic involvement includes participation, affective connection, and mental investment. This approach is useful in examining controlled motivation because

pressure may affect each dimension differently. External demands may strengthen behavioral compliance, but they may not automatically improve emotional attachment or cognitive depth. For this reason, engagement should be interpreted not only by its level but also by the motivational quality sustaining it.

### ***2.3 External Pressures, Motivation, and Student Well-Being***

Several studies suggest that students may experience increased stress and weaker intrinsic interest when learning conditions are shaped by overload, uncertainty, or excessive external pressure. In health professions education, contemporary challenges such as digital overload, online learning demands, and student support limitations have been identified as issues requiring stronger higher education leadership and learner-centered responses (Bermido et al., 2025). These conditions are relevant to controlled motivation because pressure-based academic environments may sustain participation while weakening the quality of students' learning experience.

At the institutional level, Philippine HEIs have also adopted e-learning and blended learning widely, although such digitalization is often framed as instructional continuity rather than as a deeper pedagogical strategy (Atento, 2025).

Chen et al. (2023) found that academic motivation was connected to academic engagement among university students, particularly within a broader network of social support and life satisfaction. This suggests that motivation does not operate independently; it is shaped by students' social and psychological environments. Basnet et al. (2024), in their study of students' motivation for honors programs in the Netherlands, also investigated controlled motivation in relation to external expectations and program participation. Such motivation may increase participation, but it may also produce performance pressure rather than genuine academic commitment.

The connection between motivation and well-being is also emphasized in studies grounded in Self-Determination Theory. Johansen et al. (2023) showed that autonomy support and autonomy thwarting are related to student motivation and academic functioning, while Wang et al. (2024) synthesized evidence on Self-Determination-Theory-based interventions in educational contexts. Triebner et al. (2024) further demonstrated that Self-Determination-Theory-based approaches may help promote motivation and reduce stress among medical students. These findings suggest that controlled motivation must be interpreted cautiously. It may be associated with engagement, but excessive dependence on pressure may weaken healthier forms of academic functioning.

### ***2.4 Contextual Evidence from International and Philippine Studies***

The relationship between controlled motivation and academic engagement has been observed across different educational contexts. International studies indicate that students' engagement is shaped not only by personal interest but also by social expectations, institutional standards, and performance-based demands. Chen et al. (2023) showed that academic motivation was linked to academic engagement among university students in China, while Basnet et al. (2024) reported that students in honors programs may be influenced by recognition, external evaluation, and achievement-related expectations. These studies support the idea that pressure-based motivation is not limited to one national context but forms part of broader higher education experiences.

Evidence from Asian contexts is particularly relevant because family expectations, academic ranking, and career preparation may intensify external and introjected forms of motivation. Bermido et al. (2025) discussed contemporary challenges affecting health professions education, including learning conditions that may influence student motivation and well-being. Yan (2026), in a study of Chinese higher vocational college students, also emphasized the relevance of professional values and learning motivation in shaping students' educational development. Umemoto and Inagaki (2025) reported that introjected regulation was positively related to behavioral engagement among Japanese undergraduates in out-of-class learning. This finding is important because it suggests that students may engage academically when they experience internal pressure to perform or avoid guilt. However, the extent to which such findings apply to Filipino college students remains an empirical question.

In the Philippine context, Tuyay and Camacho (2024) reported that academic motivation and course engagement among scholar grantees may be influenced by external factors such as financial support, family expectations, and academic obligations. Eslit (2023) also noted that college students' motivation may include both intrinsic interest and extrinsic factors such as recognition, rewards, and career aspirations. These studies suggest that Filipino students' academic engagement may reflect a combination of personal aspiration and external pressure. The present study contributes to this area by focusing specifically on controlled motivation and its relationship with academic engagement among college students in a Philippine higher education institution.

Related evidence among Filipino late adolescents indicates that peer influence may be more evident in everyday social conformity than in overt risky-behavior pressure, suggesting that external social pressure may operate through ordinary peer expectations and involvement rather than only through explicit misconduct (Balut et al., 2026).

## ***2.5 Synthesis and Literature Gaps***

The literature collectively shows that motivation and engagement are closely related but conceptually distinct. Self-Determination Theory clarifies that students may engage in academic work for autonomous or controlled reasons, and this distinction affects how engagement should be interpreted (Howard et al., 2021; Mouratidis et al., 2021). Prior studies also indicate that pressure-based motivation can increase academic participation, especially when students respond to grades, evaluations, expectations, or internalized guilt (Basnet et al., 2024; Chen et al., 2023; Umamoto & Inagaki, 2025). However, the literature also warns that controlled motivation may carry risks for stress, autonomy, and well-being, particularly when students experience academic participation as obligation rather than self-directed learning (Johansen et al., 2023; Triebner et al., 2024; Wang et al., 2024).

Several gaps remain. First, many studies focus on academic performance rather than academic engagement itself. Second, some studies examine only selected dimensions of engagement, such as behavioral or emotional engagement, without fully considering behavioral, emotional, and cognitive engagement together. Third, although international studies provide useful evidence, there remains a need for more Philippine-based research on how controlled motivation relates to college students' academic engagement. Finally, the distinction between external regulation and introjected regulation requires closer examination because these two forms of controlled motivation may not operate in exactly the same way.

The present study responds to these gaps by examining controlled motivation and academic engagement among college students in a Philippine higher education institution. By focusing on external and introjected regulation, and by treating engagement as behavioral, emotional, and cognitive involvement, the study contributes to a more specific understanding of how pressure-driven motivation is associated with students' academic participation.

## **3. Methodology**

### ***3.1 Research Design***

This study employed a quantitative descriptive-correlational research design to examine the relationship between controlled motivation and academic engagement among college students. The descriptive component was used to determine the levels of controlled motivation and academic engagement, while the correlational component was used to assess whether a statistically significant relationship existed between the two variables. Since the study was non-experimental, the findings were interpreted in terms of association rather than causation.

### ***3.2 Research Locale***

The study was conducted at First City Providential College in San Jose del Monte, Bulacan. The institution served as the research setting because its college student population provided an appropriate context for examining pressure-driven motivation and academic engagement in a higher education environment.

### 3.3 Respondents of the Study

The respondents were 141 college students from First City Providential College. The sample size was determined based on a 5% margin of error and a 95% confidence level. The respondents represented college students across selected demographic groups, including age, sex, and year level.

### 3.4 Sampling Technique

Stratified random sampling was used to select the respondents. The student population was divided into relevant strata, particularly age, sex, and year level, to ensure that different student groups were represented in the sample. Respondents were then selected from these strata to improve the representativeness of the sample.

### 3.5 Research Instruments

Two adopted survey instruments were used in the study. The Controlled Motivation Scale measured controlled motivation, particularly external regulation and introjected regulation. The Academic Engagement Inventory measured academic engagement, particularly behavioral, emotional, and cognitive engagement. These instruments generated quantitative data used to describe the respondents' levels of motivation and engagement and to test the relationship between the two constructs.

### 3.6 Data Gathering Procedure

Survey questionnaires were administered to the selected college student respondents at First City Providential College. The responses were collected, organized, and prepared for statistical analysis. The data gathering procedure focused on obtaining measurable responses related to controlled motivation and academic engagement.

### 3.7 Data Analysis

Descriptive statistics were used to determine the levels of controlled motivation and academic engagement. Specifically, the mean and standard deviation were computed for the main variables. Pearson product-moment correlation was used to determine whether there was a significant relationship between controlled motivation and academic engagement. The significance of the correlation was tested at the 0.05 level.

## 4. Results and Discussion

### 4.1 Levels of Controlled Motivation and Academic Engagement

Descriptive statistics were used to determine the levels of controlled motivation and academic engagement among the respondents. As shown in Table 1, the respondents obtained a mean score of 24.86 for controlled motivation, with a standard deviation of 4.57. This indicates a moderate level of controlled motivation among the college students. The result suggests that the respondents' academic participation may be partly shaped by external expectations, academic requirements, grades, avoidance of negative consequences, or internal pressures such as guilt and self-evaluation (Johansen et al., 2023).

For academic engagement, the respondents obtained a mean score of 38.12, with a standard deviation of 6.33. This was interpreted as a moderate-to-high level of academic engagement. The result indicates that the students were generally involved in their academic tasks, although the standard deviation suggests some variation in the extent of their engagement.

**Table 1.** Descriptive Results for Controlled Motivation and Academic Engagement

Variable	Mean	Standard Deviation	Interpretation
Controlled motivation	24.86	4.57	Moderate

Variable	Mean	Standard Deviation	Interpretation
Academic engagement	38.12	6.33	Moderate to high

Table 1 shows that the respondents demonstrated measurable levels of both controlled motivation and academic engagement. The moderate level of controlled motivation indicates that pressure-based reasons for academic participation were present but not extreme. Meanwhile, the moderate-to-high level of academic engagement suggests that the respondents generally participated in academic activities, complied with learning tasks, and remained involved in their studies.

#### 4.2 Relationship Between Controlled Motivation and Academic Engagement

A Pearson product-moment correlation was conducted to determine whether controlled motivation was significantly related to academic engagement. As shown in Table 2, the computed correlation coefficient was  $r = 0.50$ , which indicates a moderate positive relationship between controlled motivation and academic engagement. The reported value was greater than the critical value of 0.165 at the 0.05 level of significance. Therefore, the null hypothesis was rejected.

**Table 2.** Relationship Between Controlled Motivation and Academic Engagement

Variables	Pearson r	Critical Value	$\alpha$	Interpretation and Decision
Controlled motivation and academic engagement	0.50	0.165	0.05	Significant moderate positive relationship; reject the null hypothesis

Table 2 indicates that students with higher levels of controlled motivation also tended to report higher levels of academic engagement. This finding suggests that pressure-based motivation may be associated with greater participation in academic tasks. However, because the study used a descriptive-correlational design, the result should be interpreted as an association rather than evidence that controlled motivation causes academic engagement.

#### 4.3 External and Introjected Regulation

External regulation appeared more evident than introjected regulation among the respondents, particularly regarding grades, academic requirements, institutional expectations, and social pressure. This suggests that the respondents' controlled motivation may have been shaped more by external demands than by internal pressures such as guilt, shame, or self-worth concerns.

Separate mean scores, standard deviations, or comparative statistics for external regulation and introjected regulation were not available for subscale-level reporting. For this reason, the comparison is treated as a cautious descriptive interpretation rather than a fully quantified subscale comparison. Future reporting of separate subscale statistics would allow a more precise assessment of which type of controlled motivation is more commonly observed among college students.

#### 4.4 Discussion

The findings indicate that the respondents had a moderate level of controlled motivation and a moderate-to-high level of academic engagement. This pattern suggests that students were generally active in their academic responsibilities, but their participation may have been partly sustained by external and internal pressures rather than purely autonomous interest. Within Self-Determination Theory, this distinction is important because controlled

motivation can encourage task completion and compliance, but it does not necessarily reflect self-directed or personally valued engagement (Howard et al., 2021; Mouratidis et al., 2021).

The significant moderate positive relationship between controlled motivation and academic engagement suggests that pressure-based motivation may help sustain students' academic participation. This is consistent with studies showing that students' academic engagement may be shaped by social expectations, academic motivation, rewards, evaluations, and performance demands (Basnet et al., 2024; Chen et al., 2023). In this sense, controlled motivation may have a functional role in higher education, particularly when students respond to grades, deadlines, institutional requirements, family expectations, or future career pressures.

However, the result should not be interpreted as evidence that controlled motivation is the ideal form of motivation. Prior studies grounded in Self-Determination Theory have emphasized that the quality of motivation matters, and that pressure-based forms of motivation may be associated with stress, lower autonomy, and weaker long-term well-being when not balanced by autonomy-supportive learning conditions (Johansen et al., 2023; Triebner et al., 2024; Wang et al., 2024). Thus, while controlled motivation may be associated with higher engagement, it may still carry psychological and educational risks if students engage mainly because of fear, guilt, external reward, or avoidance of negative consequences.

The finding that external regulation appeared more evident than introjected regulation also has practical significance. If students are more strongly driven by grades, requirements, institutional demands, and expectations from others, then their engagement may be more compliance-based than self-directed. This does not mean that such engagement is useless. In structured academic environments, external expectations can help students develop discipline and persistence. However, if external regulation becomes the dominant motivational pattern, students may become dependent on rewards, penalties, and evaluation systems rather than developing personal ownership of learning.

Overall, the findings suggest that controlled motivation is meaningfully associated with academic engagement among college students in the studied institution. The results support the need for educators to maintain academic structure while gradually encouraging more autonomous forms of motivation.

## **5. Conclusions, Recommendations, and Implications**

### ***5.1 Conclusions***

This study examined the relationship between controlled motivation and academic engagement among college students in a Philippine higher education institution. Based on the findings, the respondents demonstrated a moderate level of controlled motivation. This indicates that students' academic participation was shaped, to some extent, by external expectations, academic requirements, grades, fear of negative consequences, or internal pressures such as guilt and self-evaluation.

The respondents also reported a moderate-to-high level of academic engagement. This suggests that the students were generally involved in their academic tasks, including participation in coursework, completion of requirements, and sustained involvement in learning activities. However, the variation in scores indicates that student engagement was not uniform across all respondents.

The study further found a significant moderate positive relationship between controlled motivation and academic engagement. This means that students with higher levels of controlled motivation tended to report higher levels of academic engagement. This finding suggests that pressure-based motivation may be associated with academic participation, particularly in structured educational settings where grades, institutional expectations, and external demands influence student behavior.

However, the result should not be interpreted as evidence that controlled motivation is the most desirable form of motivation. Since the study used a descriptive-correlational design, the findings establish association rather than

causation. Controlled motivation may help sustain engagement in the short term, but excessive reliance on pressure-based motivation may limit autonomy, weaken intrinsic interest, and affect student well-being. Therefore, academic engagement should be strengthened not only through external expectations but also through learning conditions that support autonomy, personal meaning, and self-directed motivation.

## **5.2 Recommendations**

Educators should design learning activities that maintain academic structure while gradually encouraging students to develop more autonomous forms of motivation. Clear deadlines, assessment standards, and performance expectations remain important, but these should be accompanied by meaningful explanations of why learning tasks matter. When students understand the relevance of academic work to their personal goals, future careers, and self-development, engagement may become less dependent on pressure alone.

Faculty members should provide feedback that supports competence rather than merely emphasizing compliance. Feedback should help students identify what they did well, what needs improvement, and how to improve. This approach may reduce the tendency of students to engage only because of fear of failure or external evaluation.

The institution may consider strengthening student support programs that address academic pressure, motivation, and well-being. Counseling services, academic coaching, mentoring programs, and student development activities may help students manage external expectations while building healthier motivational patterns.

Since the study found a positive relationship between controlled motivation and engagement, educators should not dismiss external structure entirely. Grades, requirements, and accountability mechanisms can help sustain participation. However, these should be balanced with autonomy-supportive practices such as allowing reasonable choices, encouraging reflection, connecting lessons to real-life goals, and fostering classroom belongingness.

Future researchers should examine the separate roles of external regulation and introjected regulation in predicting behavioral, emotional, and cognitive engagement. Subsequent studies may also use larger samples, multiple institutions, longitudinal designs, or mixed-method approaches to understand how pressure-driven motivation affects engagement over time.

## **5.3 Implications of the Study**

Theoretically, the study contributes to the application of Self-Determination Theory in Philippine higher education by showing that controlled motivation is significantly associated with academic engagement. The findings support the view that student engagement should be interpreted not only by its level but also by the motivational quality driving it. Students may appear engaged because they are genuinely interested, but they may also appear engaged because they feel pressured to comply.

Practically, the findings suggest that academic engagement can be sustained by structure, expectations, and accountability. However, institutions should be cautious in relying too heavily on pressure-based mechanisms. Engagement driven mainly by grades, fear of failure, or external demands may produce participation, but it may not always produce deep learning, emotional commitment, or long-term academic resilience.

Institutionally, the study highlights the need for learning environments that balance discipline and autonomy. Higher education institutions may strengthen engagement by promoting classroom practices that support competence, relatedness, and personal meaning. This is particularly important for college students who face academic, family, financial, and career-related pressures.

Methodologically, the study shows the value of examining controlled motivation and academic engagement through measurable constructs. However, it also points to the need for more detailed subscale reporting. Future studies should present separate results for external regulation, introjected regulation, behavioral engagement, emotional engagement, and cognitive engagement to produce a more precise understanding of how different motivational pressures relate to different forms of engagement.

Overall, the study implies that controlled motivation can be academically functional, but it should not be the endpoint of student development. The more sustainable educational goal is to help students move from pressure-driven compliance toward personally meaningful, self-directed, and psychologically healthier academic engagement.

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