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Original Article

Learning Motivation in Face-to-Face and Online Classes Among First-Year Bachelor of Secondary Education Filipino Students

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Abstract. This study examined the relationship between face-to-face and online learning modalities and students' learning motivation. Guided by Self-Determination Theory, it assessed the motivation of 92 first-year Bachelor of Secondary Education major in Filipino students across four dimensions: instructional engagement, peer connection, self-regulation, and technology-enhanced interaction, and tested whether motivation significantly differed between the two modalities. Using a descriptive-comparative design, data were gathered using a validated researcher-made questionnaire (Cronbach's α = 0.937) and analyzed using means, standard deviations, and paired samples t-tests. Results showed that students had very high motivation in face-to-face classes (M = 4.38, SD = 0.51) and moderate motivation in online classes (M = 3.35, SD = 0.77). A significant difference was found between the two modalities, favoring face-to-face learning. The findings suggest that face-to-face instruction remains more effective in supporting student motivation and highlight the need to strengthen motivational strategies in online learning environments.

Keywords: *Bachelor of Secondary Education, Filipino students; Face-to-face learning; Learning motivation; Online learning; Self-Determination Theory.*

The global education system experienced significant changes due to the COVID-19 pandemic. Academic institutions such as Tagoloan Community College were compelled to shift from traditional face-to-face instruction to online learning. With the issuance of Proclamation No. 922 by President Rodrigo Duterte in 2020, declaring a state of public health emergency, face-to-face classes were prohibited until a vaccine became available. However, according to Department of Education Secretary Leonor Briones (2022), the quality of education should not be compromised amid the crisis. This transition raised questions about the effectiveness of various instructional modalities in students' learning.

The two primary instructional modalities that emerged during this period were face-to-face classes and online

classes. Face-to-face instruction, as the traditional mode of teaching, offers direct interaction, real-time discussions, and personalized guidance for learning. In contrast, online learning provides flexibility in time and location, allowing students to study anytime and anywhere. According to a study by Wired (2021), the sudden shift to virtual learning highlighted the need to reinvent traditional classes to make them more engaging through technology, such as shorter lectures, chat spaces, and interactive tools. Similarly, an article from Teen Vogue (2021) emphasized that effective online education requires careful pedagogical planning and cannot simply replicate the face-to-face setup in a virtual environment. Swan and Shih (2021) further noted that over the past decade, the internet has had a profound impact on higher education and the expansion of online learning.

Learning motivation is one of the most important factors influencing students' academic success. Motivation refers to the internal force that drives learners to persist in their studies, set goals, and strive to achieve them. Across different instructional modalities, students' motivation may be influenced by how lessons are delivered. Understanding how face-to-face and online classes affect student motivation is crucial for determining the most effective teaching approaches to continually inspire learners to excel in their academic pursuits. According to Deci and Ryan (2022), Self-Determination Theory explains that intrinsic motivation develops when learners experience autonomy, competence, and relatedness, elements that may be shaped by instructional modality. Moreover, Huang et al. (2020) demonstrated that the mode of lesson delivery, whether online or face-to-face, directly affects student engagement and motivation.

Although several studies have examined face-to-face and online learning, there remains a limited number of research efforts specifically focused on the relationship between these modalities and students' learning motivation, particularly in the context of community colleges in the Philippines. The lack of sufficient data on how these modalities affect students' motivation at Tagoloan Community College underscores the need for such studies. Understanding this relationship will not only assist educators in designing more effective teaching strategies but will also help policymakers make informed decisions regarding the future direction of education. Barrot et al. (2021) noted that while flexible learning has expanded in Philippine colleges, empirical data on its effects on motivation and learning outcomes remain insufficient. Likewise, Rasheed et al. (2020) found that challenges in online learning may lead to lower motivation, especially when interaction and support are limited. This issue is particularly critical for institutions such as community colleges, which often have limited resources and require concrete evidence for responsible educational policymaking.

This study aims to examine the relationship between face-to-face and online classes and students' learning motivation at Tagoloan Community College. Through a thorough analysis of these two instructional modalities, the study seeks to determine how each teaching approach influences students' motivation levels. The findings are expected to provide valuable insights that can help educators and administrators at TCC improve their academic programs and instructional practices to enhance student motivation and performance. Aguilar et al. (2022) emphasized the importance of considering the local institutional context when studying learning motivation, as the impact of instructional modality may vary depending on accessibility, teaching strategies, and teacher support. Through a localized study such as this, more accurate data can be generated to guide administrators in improving instructional delivery.

This study is anchored on the Self-Determination Theory (SDT) proposed by Edward L. Deci and Richard M. Ryan (2022). SDT is a psychological theory that explains how internal and external factors influence an individual's motivation in learning. According to the theory, there are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation originates from interest or enjoyment derived from the activity itself, such as studying due to a genuine interest in the subject matter. In contrast, extrinsic motivation is driven by external rewards such as high grades, praise, or recognition. SDT emphasizes three basic psychological needs essential for strengthening motivation: autonomy, competence, and relatedness.

Autonomy refers to the freedom to make decisions or choose one's own learning approach, allowing students to feel a sense of control over their learning. Competence refers to students' ability to accomplish tasks or goals, which enhances their self-confidence and motivation. Relatedness pertains to students' connections with peers and teachers, providing emotional support and a sense of belonging, an important factor in sustaining interest and active participation in learning. The study by Ojo et al. (2021) demonstrated that autonomy, competence, and relatedness within online learning environments significantly influence both intrinsic and extrinsic motivation and students' engagement and persistence in learning.

The objective of this study is to examine how learning modalities, face-to-face or online classes, affect students' motivation at Tagoloan Community College (TCC) within the framework of Self-Determination Theory. Stark (2023) found that students in online learning environments tend to experience lower levels of motivation than those in face-to-face settings; however, motivation plays a more critical role in their academic performance than learning strategies do. This finding is supported by Francis et al. (2022), who conducted a comparative study of community college mathematics students and found that although online and face-to-face learners shared similar motivational beliefs, the face-to-face group achieved higher pass rates and academic outcomes, highlighting the importance of instructional modality in performance.

Although this study does not distinguish between intrinsic and extrinsic motivation, it examines the overall level of student motivation as a combined effect of internal and external factors. In this way, the study seeks to identify which learning modality is more effective in stimulating student motivation within the contemporary educational system. A meta-analysis by Walker et al. (2024) revealed that motivation has a stronger predictive power for academic performance in face-to-face learning than in online settings, reinforcing the need to determine which modality is more effective for students at Tagoloan Community College. In addition, this study examines the relationship between learning modality (face-to-face and online classes) and students' learning motivation at Tagoloan Community College. Amid ongoing changes in the education system, it is essential to identify which modality most effectively enhances student motivation to improve academic performance.

The research is grounded in the Self-Determination Theory of Deci and Ryan (2022), which posits that motivation deepens when the psychological needs for autonomy, competence, and relatedness are satisfied. In this study, it is important to determine whether face-to-face or online classes better meet these needs. Quiño (2022) examined the motivation levels of college students from five public universities in Luzon using Self-Determination Theory and found variations in intrinsic and extrinsic motivation across instructional modalities.

Learning modality serves as the independent variable in this study, referring to the form of instruction students experience, either face-to-face or online. The dependent variable is learning motivation, which may vary by the modality students experience. The relationship between these two variables is examined to determine whether instructional modality significantly affects students' motivation. Mendoza and Dela Cruz (2022) found that community college students in Mindanao, including those from Tagoloan Community College, exhibited higher motivation in face-to-face settings due to stronger interactions with teachers and peers, particularly in courses involving practical application.

By comparing motivation levels across both modalities, this study aims to provide educators and school administrators with clearer insights into which instructional approach is more effective for students at Tagoloan Community College. Also, this study sought to examine the relationship between learning modality and students' learning motivation among first-year Bachelor of Secondary Education (BSED) major in Filipino students at Tagoloan Community College. Specifically, it aimed to answer the following research questions: (a) What is the level of learning motivation of first-year BSED Filipino students under face-to-face classes in terms of instructional engagement, peer connection, self-regulation, and technology-enhanced interaction? What is the level of learning motivation of first-year BSED Filipino students under online classes in terms of instructional engagement, peer connection, self-regulation, and technology-enhanced interaction? Is there a significant difference in the level of learning motivation of first-year BSED Filipino students between face-to-face and online classes?

Methodology

Research Design

The study utilized a descriptive-comparative research design. This design was appropriate as it allowed for the description of students' levels of learning motivation under two instructional modalities, face-to-face and online classes, and for the comparison of motivational differences between these modalities within the same group of participants. The design enabled systematic examination of variations in instructional engagement, peer connection, self-regulation, and technology-enhanced interaction without manipulating variables, making it suitable for investigating naturally occurring learning environments.

Participants and Sampling Technique

The participants consisted of 92 first-year Bachelor of Secondary Education (BSED) major in Filipino students

enrolled at Tagoloan Community College during the academic year 2024–2025. The total population comprised 102 students distributed across three sections. A cluster sampling technique was employed, with each class section treated as a cluster. Sample size determination was guided by a 95% confidence level and a 5% margin of error. Inclusion criteria required that participants had prior experience with both face-to-face and online classes. Students without exposure to either modality and those who declined consent were excluded from the study.

Research Instrument

Data were gathered using a researcher-made survey questionnaire designed to measure students' learning motivation under face-to-face and online modalities. The instrument consisted of 40 items, with 20 items per modality, covering four dimensions: instructional engagement, peer connection, self-regulation, and technology-enhanced interaction. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Content and face validity were established through expert evaluation by three education specialists. The instrument underwent pilot testing, yielding a Cronbach's alpha coefficient of 0.937, indicating excellent internal consistency and reliability.

Data Gathering Procedure

Prior to data collection, formal permission was obtained from the college administration and research adviser. Participants were informed of the study's purpose and provided informed consent. The questionnaires were administered face-to-face during regular class sessions. Participants were given approximately 20 minutes to complete the instrument in a controlled and quiet environment to ensure data accuracy and completeness.

Data Analysis Procedure

Quantitative data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to assess the level of learning motivation across modalities. A paired-samples t-test was conducted to assess significant differences in motivation between face-to-face and online classes. Instrument reliability was confirmed through Cronbach's alpha, ensuring measurement consistency.

Ethical Considerations

Ethical approval was obtained from the College of Education prior to conducting the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were strictly maintained, with all data used solely for academic purposes. The study complied with the principles of ethical research and data protection under the Data Privacy Act of 2012 (Republic Act No. 10173).

Results and Discussion

Based on Table 1, the overall mean motivation score for students in face-to-face classes at Tagoloan Community College (TCC) is 4.58 (SD = 0.47). This result indicates that first-year BSED Filipino students strongly agree that their motivation is very high under this instructional modality. According to Dalida et al. (2025), the transition to face-to-face learning led to high levels of academic motivation, underscoring the importance of personal interaction and immediate feedback in sustaining motivation.

Table 1. *Level of students' learning motivation under face-to-face classes based on instructional engagement*

	Statements	Mean	SD	Description	Implication
1.	I understand the lesson more easily when it is discussed in face-to-face classes.	4.79	0.43	Strongly Agree	Very High Level of Motivation
2.	I become more active in participating in discussions during face-to-face classes.	4.46	0.78	Strongly Agree	Very High Level of Motivation
3.	I receive better guidance from the teacher when I am in a face-to-face class.	4.66	0.52	Strongly Agree	Very High Level of Motivation
4.	Interactions with my teacher greatly help my learning.	4.60	0.56	Strongly Agree	Very High Level of Motivation
5.	The presence of my teacher increases my motivation to learn.	4.38	0.74	Strongly Agree	Very High Level of Motivation
	Overall	**4.58**	**0.47**	**Strongly Agree**	**Very High Level of Motivation**

Among all indicators, the highest mean score (M = 4.79, SD = 0.43) was recorded for Statement 1, "I understand the lesson more easily when it is discussed in face-to-face classes." This finding is consistent with the study of Boulton et al. (2019), which emphasized that direct interaction and immediate instructional guidance significantly enhance comprehension, engagement, and motivation in physical classroom settings.

Conversely, the lowest mean within the face-to-face modality was observed for Statement 5, "The presence of my teacher increases my motivation to learn," with a mean of 4.38 (SD = 0.74). Although the level of agreement remains high, this suggests that active interaction, rather than mere teacher presence, plays a more critical role in enhancing student motivation. This interpretation is supported by Dixson et al. (2016), who found that teaching presence that actively facilitates interaction is a crucial factor in sustaining student engagement.

The findings from Table 1 have significant implications for BSED Filipino instructors at TCC. The results demonstrate that the face-to-face modality effectively enhances student motivation through clear interaction, improved comprehension, and immediate instructional support. These findings align with the conclusions of Francis et al. (2019) and Romano et al. (2023), who reported higher learner engagement and motivation in face-to-face and blended learning modalities compared to purely online instruction.

Furthermore, evidence from Hake (1998) supports the importance of active teacher–student interaction, showing that interactive engagement in face-to-face settings significantly improves learning outcomes and motivation. Additionally, Salmela-Aro et al. (2023) reported that in-person learning environments strengthen social interaction and engagement, which contribute to sustained motivation. Therefore, maintaining a high level of instructional engagement in physical classrooms is essential, as it provides the inspiration, support, and meaningful connection necessary to further strengthen students' motivation at Tagoloan Community College.

Based on Table 2, the overall mean level of students' learning motivation under face-to-face classes at Tagoloan Community College (TCC) for peer connection is 4.39 (SD = 0.56). This result indicates that first-year BSED Filipino students strongly agree that their motivation related to peer connection is very high in face-to-face learning environments. According to Zhang et al. (2024), peer relationships significantly influence academic achievement by positively affecting learning motivation.

Table 2. *Level of students' learning motivation under face-to-face classes based on peer connection*

	Statements	Mean	SD	Description	Implication
1.	In face-to-face classes, I find it easier to build connections with my classmates.	4.53	0.64	Strongly Agree	Very High Level of Motivation
2.	I am able to contribute more effectively to group activities in face-to-face classes.	4.50	0.62	Strongly Agree	Very High Level of Motivation
3.	I feel more motivated to study because of the presence of my classmates.	4.21	0.79	Strongly Agree	Very High Level of Motivation
4.	I can more easily ask my classmates about lessons I do not understand.	4.46	0.72	Strongly Agree	Very High Level of Motivation
5.	I feel greater support from my classmates during face-to-face classes.	4.24	0.80	Strongly Agree	Very High Level of Motivation
	Overall	**4.39**	**0.56**	**Strongly Agree**	**Very High Level of Motivation**

Among the indicators, the highest mean score was obtained by Statement 1, "In face-to-face classes, I find it easier to build connections with my classmates" (M = 4.53, SD = 0.64). This finding suggests that face-to-face instruction provides an optimal environment for fostering interpersonal relationships among students. Lestari et al. (2019) emphasized that promotive interaction in face-to-face settings leads to successful cooperative learning through effective interpersonal communication and collaboration. Strong peer connections contribute to a more comfortable and positive learning experience. Similarly, Salmela-Aro et al. (2023) reported that students with a strong sense of belonging demonstrate higher levels of intrinsic motivation in face-to-face learning environments.

Conversely, the lowest mean score was observed for Statement 3, "I feel more motivated to study because of the presence of my classmates" (M = 4.21, SD = 0.79). Although this item still falls within the "strongly agree" category, its comparatively lower mean suggests that while peer presence is important, active peer interaction and collaboration may play a more substantial role in motivating students than mere physical presence. This interpretation is supported by Händel et al. (2023), who identified differences in motivational development across face-to-face and online learning environments.

The findings presented in Table 2 highlight the significant role of face-to-face instruction in strengthening peer connection and enhancing student motivation at TCC. Booij et al. (2022) noted that peer effects directly influence learning processes and motivation. These results highlight the importance for educators and administrators of

first-year BSED Filipino programs to sustain and further develop instructional strategies that emphasize student interaction and collaboration to enhance motivation and classroom participation.

Based on Table 3, the overall mean level of students' learning motivation for self-regulation in face-to-face classes at Tagoloan Community College (TCC) is 4.28 (SD = 0.49). This result indicates that first-year BSED Filipino students strongly agree that their level of self-regulation is high in face-to-face learning environments. According to Zimmerman (2002), self-regulation is a critical component of academic success and is more effectively developed in structured learning environments. This suggests that face-to-face instruction promotes greater organization and responsibility among students in managing their academic tasks.

Table 3. *Level of students' learning motivation under face-to-face classes based on self-regulation*

	Statement	Mean	SD	Description	Implication
1.	I am able to manage my study time better when I am in face-to-face classes.	4.17	0.71	Agree	High Level of Motivation
2.	The structure of my learning becomes clearer when I am in face-to-face classes.	4.42	0.60	Strongly Agree	Very High Level of Motivation
3.	Distractions are limited when I am inside the classroom.	4.15	0.74	Agree	High Level of Motivation
4.	I am more focused on my studies when classes are conducted face-to-face.	4.40	0.61	Strongly Agree	Very High Level of Motivation
5.	I am able to submit my academic tasks on time when I am in face-to-face classes.	4.23	0.74	Strongly Agree	Very High Level of Motivation
	Overall	**4.28**	**0.49**	**Strongly Agree**	**Very High Level of Motivation**

Among the indicators, the highest mean score was obtained by Statement 2, "The structure of my learning becomes clearer when I am in face-to-face classes" (M = 4.42, SD = 0.60). This finding indicates that the clarity of learning structures in face-to-face settings enables students to manage their time, activities, and learning expectations more effectively. Schunk and Greene (2021) emphasized that structured classroom environments facilitate the development of self-regulatory skills, thereby enhancing learning motivation.

Consistent with this, Broadbent and Poon (2015) reported that face-to-face learning environments provide more direct guidance for self-regulation compared to online settings. In contrast, the lowest mean was recorded for Statement 3, "Distractions are limited when I am inside the classroom" (M = 4.15, SD = 0.74). Although this result still reflects a high level of motivation, it suggests that some students may continue to experience distractions even in physical classrooms, such as environmental noise or interpersonal factors. Duckworth et al. (2019) noted that classroom distractions can negatively affect self-control and academic performance.

The findings presented in Table 3 highlight the importance of face-to-face instruction in strengthening students' self-regulation at TCC, particularly among first-year BSED Filipino students. Paris and Paris (2001) highlighted that effective classroom management strategies support the development of self-regulated learning behaviors. Therefore, educators and administrators need to maintain clear instructional structures and classroom policies that help students effectively manage their time and academic responsibilities. Such practices contribute to enhanced motivation and better preparedness for achieving academic goals.

Based on Table 4, the overall mean level of students' learning motivation in face-to-face classes, as measured by technology-enhanced interaction, is 4.27 (SD = 0.52). This indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) strongly agree that their motivation is very high when technological tools are integrated into face-to-face instruction. Romano et al. (2023) reported that class attendance combined with technology-enhanced active learning is associated with improved student performance.

Table 4. *Level of students' learning motivation under face-to-face classes based on technology-enhanced interaction*

	Statement	Mean	SD	Description	Implication
1.	Multimedia tools help me understand the lessons better.	4.28	0.62	Strongly Agree	Very High Level of Motivation
2.	The PowerPoint presentations and visual aids used in class are engaging.	4.30	0.69	Strongly Agree	Very High Level of Motivation
3.	Demonstrations using multimedia tools help my learning.	4.20	0.67	Agree	High Level of Motivation
4.	Technological tools make classroom teaching easier.	4.35	0.62	Strongly Agree	Very High Level of Motivation
5.	The use of technology makes my learning more effective.	4.22	0.72	Strongly Agree	Very High Level of Motivation
	Overall	**4.27**	**0.52**	**Strongly Agree**	**Very High Level of Motivation**

Among the indicators, the highest mean score was observed for the statement "Technological tools make classroom teaching easier" (M = 4.35, SD = 0.62). This finding suggests that instructional technologies such as projectors, videos, and digital resources help organize lessons and make them easier for students to follow. A systematic review by Oyeleke et al. (2022) found that students' academic performance significantly improves when multimedia techniques are employed compared to purely traditional classroom methods, highlighting the role of technology in sustaining student interest and concentration.

Conversely, the lowest mean was recorded for the statement "Demonstrations using multimedia tools help my learning" (M = 4.20, SD = 0.67). Although this still reflects a high level of motivation, it suggests that multimedia-based demonstrations may have limitations, particularly when they are not sufficiently interactive or when students remain more accustomed to traditional instructional approaches. Salmani et al. (2023) similarly noted that while multimedia tools have a significant positive impact on teaching effectiveness, certain implementation challenges remain.

The findings in Table 4 emphasize the importance of integrating technological tools into face-to-face instruction for first-year BSED Filipino students at TCC. Ariffin (2023) highlighted that multimedia applications serve as effective teaching tools by reducing the subject matter's abstract and theoretical nature. Consistent with systematic reviews on multimedia learning, technology use positively influences student engagement and learning outcomes. Therefore, educators are encouraged to continuously innovate their instructional strategies through purposeful technology integration to sustain and enhance student motivation and engagement in face-to-face learning environments.

Based on Table 5, the overall mean level of students' learning motivation under face-to-face classes is 4.38 (SD = 0.51). This result indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) strongly agree that their level of motivation in face-to-face learning environments is very high. This finding suggests that face-to-face instruction is effective in enhancing students' engagement and participation in learning. Francis et al. (2019) similarly reported that students hold more positive perceptions of face-to-face classes due to direct interaction and active engagement in instruction.

Table 5. *Overall level of students' learning motivation under face-to-face classes*

Face-to-Face Class Dimension	Mean	SD	Description	Implication
Instructional Engagement	4.58	0.47	Strongly Agree	Very High Level of Motivation
Peer Connection	4.39	0.56	Strongly Agree	Very High Level of Motivation
Self-Regulation	4.28	0.49	Strongly Agree	Very High Level of Motivation
Technology-Enhanced Interaction	4.27	0.52	Strongly Agree	Very High Level of Motivation
Overall	**4.38**	**0.51**	**Strongly Agree**	**Very High Level of Motivation**

Among the four dimensions of motivation, Instructional Engagement obtained the highest mean score (M = 4.58, SD = 0.47), highlighting the importance of clear instruction, direct teacher guidance, and active classroom interaction in motivating students. This finding aligns with Hake's (1998) meta-analysis, which demonstrated that active learning and interactive engagement in face-to-face settings significantly improve student learning outcomes by strengthening both cognitive and emotional engagement.

In contrast, the lowest mean score was observed for Technology-Enhanced Interaction (M = 4.27, SD = 0.52). Although this dimension still reflects a very high level of motivation, the result suggests that while technology integration supports learning, students remain more motivated by direct interaction with teachers and peers in face-to-face settings. This interpretation is supported by Salmani et al. (2023), who found that although technology enhances engagement, direct instructional interaction exerts a stronger influence on learning effectiveness.

The findings emphasize the critical role of face-to-face instruction in fostering student motivation at TCC, particularly among first-year BSED Filipino students. These results are consistent with those of Romano et al. (2023), who reported that learning environments that emphasize in-person interaction strengthen students' engagement, satisfaction, and sense of academic community. Accordingly, educators and administrators are encouraged to continue developing instructional strategies that promote high instructional engagement while enhancing the effective use of classroom technologies. Supporting this approach, Dixson et al. (2016) noted that

instructional strategies that prioritize interaction and active engagement are effective in increasing learner motivation and academic performance.

Based on Table 6, the overall mean level of students' learning motivation under online classes, as measured by instructional engagement, is 3.28 (SD = 0.74). This indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) exhibit a moderate level of motivation regarding instructional engagement in online learning environments. Romano et al. (2023) emphasized that instructional design and learning environments play a crucial role in facilitating students' engagement and learning experiences. While online classes offer certain advantages, the findings suggest that they have not yet achieved the same high level of motivational impact observed in face-to-face settings.

Table 6. *Level of students' learning motivation under online classes based on instructional engagement*

	Statement	Mean	SD	Description	Implication
1.	I easily understand my teacher's explanations in online classes.	3.23	0.89	Uncertain	Moderate Level of Motivation
2.	Learning activities and lessons are engaging in online classes.	3.23	0.95	Uncertain	Moderate Level of Motivation
3.	Learning materials in online classes are helpful.	3.59	0.81	Agree	High Level of Motivation
4.	The teacher provides inspiration in online classes.	3.22	0.89	Uncertain	Moderate Level of Motivation
5.	Class discussions help my understanding in online classes.	3.12	0.92	Uncertain	Moderate Level of Motivation
	Overall	**3.28**	**0.74**	**Uncertain**	**Moderate Level of Motivation**

Among the indicators, the highest mean score was obtained by Statement 3, "Learning materials in online classes are helpful" (M = 3.59, SD = 0.81). This result suggests that students perceive online learning materials, such as readings, videos, and modules, as valuable resources that support their learning. Salmani et al. (2023) emphasized that the quality of digital tools and the accessibility of learning materials are key factors influencing student engagement. Although this dimension does not reach the level observed in face-to-face instruction, it still reflects a high level of motivation due to the flexibility and convenience offered by online resources.

Conversely, the lowest mean score was recorded for Statement 5, "Class discussions help my understanding in online classes" (M = 3.12, SD = 0.92). This finding indicates that students encounter challenges in comprehending lessons through online class discussions. Barrot et al. (2021) noted that online discussions often face challenges, including limited interaction and reduced engagement, which may negatively affect students' understanding. These difficulties may be attributed to constrained interaction, connectivity issues, or technical problems that negatively affect the quality of online discourse.

The findings from Table 6 carry important implications for instructors of first-year BSED Filipino students at TCC. Rasheed et al. (2020) identified instructional design, technological infrastructure, and interaction as critical factors influencing the effectiveness of online learning. Strengthening instructional engagement through student-centered strategies, such as interactive activities, clearer discussions, and well-organized learning materials, is essential. Dixson et al. (2016) further suggested that online discussions can become effective instructional tools when supported by appropriate engagement and interaction strategies. Implementing these approaches may help enhance students' motivation and address the challenges present in online learning environments.

Table 7. *Level of students' learning motivation under online classes based on peer connection*

	Statement	Mean	SD	Description	Implication
1.	I enjoy communicating with my classmates about lessons, especially in online classes.	3.16	0.99	Uncertain	Moderate Level of Motivation
2.	I am able to contribute more effectively to group activities in online classes.	3.22	0.95	Uncertain	Moderate Level of Motivation
3.	Interaction with my classmates in online classes strengthens my motivation to study.	3.13	1.02	Uncertain	Moderate Level of Motivation
4.	I feel supported by my classmates during online classes.	3.00	1.02	Uncertain	Moderate Level of Motivation
5.	I participate more actively in discussions and collaborative activities during online classes.	3.18	0.93	Uncertain	Moderate Level of Motivation
	Overall	**3.14**	**0.86**	**Uncertain**	**Moderate Level of Motivation**

Based on Table 7, the overall mean level of students' learning motivation under online classes in terms of peer connection is 3.14 (SD = 0.86). This indicates that first-year BSED Filipino students at Tagoloan Community

College (TCC) demonstrate a moderate level of motivation related to peer interaction in online learning environments. Despite the technological opportunities available, students appear to experience difficulty in establishing strong peer connections in the online modality. Barrot et al. (2021) identified limited interaction and reduced social presence as major challenges in online learning, which often lead to reduced student motivation.

Among the indicators, the highest mean score was obtained by Statement 2, "I am able to contribute more effectively to group activities in online classes" (M = 3.22, SD = 0.95). This suggests that some students can meaningfully participate in collaborative tasks despite the constraints of online learning. However, the result remains within the moderate motivation category, indicating that online group activities alone may not sufficiently enhance motivation. Dixson et al. (2016) emphasized that peer interaction and collaborative online strategies are essential in sustaining engagement and active participation in virtual learning environments.

Conversely, the lowest mean score was recorded for Statement 4, "I feel support from my classmates during online classes" (M = 3.00, SD = 1.02). This finding highlights the lack of perceived peer support as a significant challenge in online classes. Factors such as limited interaction, connectivity issues, and insufficient opportunities for social bonding may contribute to this outcome. Boulton et al. (2019) reported that reduced social interaction and support are associated with lower levels of student motivation, engagement, and well-being in learning environments.

The findings from Table 7 have important implications for instructors of first-year BSED Filipino students at TCC. Strengthening peer connection in online classes through structured collaborative strategies, such as breakout rooms, group chats, and interactive discussions, may help increase students' motivation and engagement. Romano et al. (2023) found that students demonstrate higher motivation and engagement in online learning environments when provided with opportunities for meaningful peer interaction through synchronous and asynchronous communication tools. Implementing these strategies may enhance students' participation and improve learning effectiveness in online settings.

Based on Table 8, the overall mean level of students' learning motivation under online classes in terms of self-regulation is 3.22 (SD = 0.77). This indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) demonstrate a moderate level of motivation for self-regulation in online learning environments. The result suggests that while certain aspects of online learning support students' ability to manage their learning, notable challenges persist in this domain. Broadbent and Poon (2015) emphasized that students with strong self-regulatory skills tend to perform better in online learning contexts because they can set goals, plan tasks, and monitor their progress. In this regard, Zimmerman (2002) and Schunk and Greene (2021) noted that self-regulated learning is not innate but a learned skill that can be strengthened through instructional guidance and support.

Table 8. *Level of students' learning motivation under online classes based on self-regulation*

	Statement	Mean	SD	Description	Implication
1.	I am able to manage my study time when classes are conducted online.	3.46	0.93	Agree	High Level of Motivation
2.	I am more disciplined in my studies when classes are online.	3.05	0.98	Uncertain	Moderate Level of Motivation
3.	I am able to set learning goals when classes are conducted online.	3.29	0.83	Uncertain	Moderate Level of Motivation
4.	I am able to monitor my learning progress during online classes.	3.21	0.93	Uncertain	Moderate Level of Motivation
5.	I am confident in my ability to learn, especially in online classes.	3.07	0.96	Uncertain	Moderate Level of Motivation
	Overall	**3.22**	**0.77**	**Uncertain**	**Moderate Level of Motivation**

Further evidence from Broadbent and Poon (2015) indicates that self-regulation is a significant predictor of academic achievement in online learning settings. However, it is often underdeveloped among novice learners who are not accustomed to independent learning. Ariffin (2023) also identified a close relationship among learners' confidence, empowerment, and self-regulatory behaviors, suggesting that low confidence in one's learning ability may lead to reduced study discipline. Similarly, Rasheed et al. (2020) reported that insufficient time management skills and ineffective learning strategies are among the primary reasons students struggle in online environments, underscoring the need for structured support.

Among the indicators, the highest mean score was observed for Statement 1, "I am able to manage my study time when classes are conducted online" (M = 3.46, SD = 0.93), reflecting a high level of motivation. This suggests that students perceive some degree of control over their study schedules in online classes. However, the score remains lower than those reported in face-to-face settings, indicating limitations in self-regulation within the online

modality. Conversely, the lowest mean was recorded for Statement 2, "I am more disciplined in my studies when classes are online" (M = 3.05, SD = 0.98), highlighting difficulty in maintaining study discipline. This challenge may be attributed to home-based distractions, connectivity issues, or the absence of direct supervision.

The findings in Table 8 reveal persistent challenges in self-regulation among first-year BSED Filipino students at TCC in online learning contexts. These results highlight the need for educators and administrators to implement targeted strategies to strengthen students' self-regulatory skills, such as providing structured schedules, explicit instruction in time management, and regular feedback mechanisms. Such interventions may help enhance students' motivation and improve their academic success in online classes.

Table 9. *Level of students' learning motivation under online classes based on technology-enhanced interaction*

	Statement	Mean	SD	Description	Implication
1.	I can easily use technology for my studies when classes are conducted online.	3.84	0.80	Agree	High Level of Motivation
2.	Online platforms help my learning, especially in online classes.	3.88	0.80	Agree	High Level of Motivation
3.	Technology makes it easier to communicate with my teacher and classmates in online classes.	3.72	0.92	Agree	High Level of Motivation
4.	Technology enhances my learning experience in online classes.	3.65	0.83	Agree	High Level of Motivation
5.	Technology contributes to my productivity in online classes.	3.76	0.86	Agree	High Level of Motivation
	Overall	**3.77**	**0.71**	**Agree**	**High Level of Motivation**

Based on Table 9, the overall mean level of students' learning motivation under online classes in terms of technology-enhanced interaction is 3.77 (SD = 0.71). This result indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) report high motivation to use technology in online learning. Despite the challenges of online learning, students maintain a generally positive view of technology's role in supporting their learning. Salmani et al. (2023) reported that successful technology integration directly influences learner engagement and motivation, particularly in digital learning environments where online platforms serve as the primary instructional medium.

Among the indicators, the highest mean score was recorded for Statement 2, "Online platforms help my learning, especially in online classes" (M = 3.88, SD = 0.80). This finding highlights the importance of learning management systems and digital tools in providing access to instructional materials, modules, and learning activities that facilitate students' academic engagement. Ariffin (2023) emphasized that the quality and usability of online learning environments significantly affect students' perceptions of their usefulness and effectiveness, particularly in fully online settings where reliance on digital platforms is high.

Conversely, the lowest mean score was observed for Statement 4, "Technology enhances my learning experience in online classes" (M = 3.65, SD = 0.83). Although this result still reflects a high level of motivation, it suggests that some students perceive limitations in the extent to which technology enhances their overall learning experience. These limitations may stem from connectivity issues or reduced opportunities for interaction with instructors and peers. Barrot et al. (2021) identified limited interaction and technological challenges as major barriers to effective online learning, which can negatively influence student engagement and motivation. Similarly, Rasheed et al. (2020) noted that insufficient technological infrastructure and reduced interactivity continue to hinder the quality of online learning experiences.

The findings in Table 9 highlight the critical role of technology in sustaining students' motivation in online learning environments at TCC. However, the results also highlight the need for educators and administrators to ensure the reliability of technological infrastructure and to provide adequate training and support to maximize the effective use of digital tools. Romano et al. (2023) emphasized that while learning outcomes may be achieved in online settings, the effectiveness of online education largely depends on instructional design, technology utilization, and the level of learner support. Strengthening these elements may further enhance students' motivation and the overall quality of online learning.

Based on Table 10, the overall mean level of students' learning motivation under online classes is 3.35 (SD = 0.77). This result indicates that first-year BSED Filipino students at Tagoloan Community College (TCC) demonstrate a moderate level of motivation in online learning environments. Compared to face-to-face classes, the findings suggest greater challenges in sustaining high levels of motivation in the online modality.

Table 10. *Overall level of students' learning motivation under online classes*

Online Class Dimension	Mean	SD	Description	Implication
Instructional Engagement	3.28	0.74	Uncertain	Moderate Level of Motivation
Peer Connection	3.14	0.86	Uncertain	Moderate Level of Motivation
Self-Regulation	3.22	0.77	Uncertain	Moderate Level of Motivation
Technology-Enhanced Interaction	3.77	0.71	Agree	High Level of Motivation
Overall	**3.35**	**0.77**	**Agree**	**Moderate to High Level of Motivation**

Among the four motivational dimensions, Technology-Enhanced Interaction obtained the highest mean score (M = 3.77, SD = 0.71), indicating that students perceive technology use as a key factor in enhancing their motivation. Online platforms, multimedia tools, and digital resources provide flexibility and accessibility, allowing students to engage with learning materials anytime and anywhere. This finding is supported by Salmani et al. (2023), who reported that effective use of multimedia and digital tools enhances learner engagement and motivation in technology-mediated environments. Similarly, Dixson et al. (2016) emphasized that collaborative online strategies, including group projects and online discussions, help sustain student engagement in virtual learning environments.

Conversely, Peer Connection recorded the lowest mean score (M = 3.14, SD = 0.86), highlighting persistent difficulties in student interaction within online settings. The lack of face-to-face interaction, limited opportunities for collaboration, and connectivity issues may contribute to reduced peer engagement. Barrot et al. (2021) noted that insufficient interaction and limited social presence in online learning environments often lead to feelings of isolation, which directly diminish student motivation. Boulton et al. (2019) further emphasized that meaningful social interaction in learning environments enhances students' motivation, engagement, and overall well-being.

The findings in Table 10 have important implications for instructors of first-year BSED Filipino students at TCC. Enhancing instructional engagement and peer interaction through interactive, collaborative online activities is essential for improving students' motivation. Additionally, ensuring adequate technological support and training is crucial to sustaining the high level of motivation observed in technology-enhanced interaction. Implementing these strategies may improve students' online learning experiences and contribute to more effective and motivating virtual learning environments.

Table 11. *Test of normality*

Variable	Test	Statistic	p-value
Overall Motivation (Face-to-Face Class)	Shapiro–Wilk	0.983	0.266
Overall Motivation (Online Class)	Shapiro–Wilk	0.983	0.266

Note. *Additional results provided by more tests.*

As part of the analysis to determine whether there is a significant difference in students' learning motivation between face-to-face and online classes, a test of normality was conducted using the Shapiro–Wilk test. The results show that the overall motivation scores for face-to-face classes yielded a Shapiro–Wilk statistic of 0.983 with a p-value of 0.266. Since the p-value exceeds 0.05, the data do not significantly deviate from a normal distribution. The Shapiro–Wilk test is widely regarded as a robust procedure for assessing whether a dataset originates from a normally distributed population. The result indicates that the overall motivation data for face-to-face classes satisfy the normality assumption.

Assessing normality is a crucial preliminary step in statistical analysis, as it determines whether parametric tests, such as the paired samples t-test, are appropriate for comparing group means. Parametric tests assume that the data are normally distributed and that the assumptions are met, and they provide greater statistical power when these assumptions hold. If the data were not normally distributed, nonparametric alternatives such as the Wilcoxon Signed-Rank Test would be more appropriate. Therefore, the results of the Shapiro–Wilk test provide confidence that the data meet the assumptions required for parametric analysis, allowing for a valid and reliable comparison of students' learning motivation between face-to-face and online classes.

As shown in Table 12, a paired-samples t-test was conducted to determine whether there is a significant difference in students' learning motivation between face-to-face and online classes. The results indicate a t-value of 13.30, with 91 degrees of freedom and a p-value less than .001, suggesting a statistically significant difference between the two instructional modalities. The mean difference of 1.03, with a standard error of 0.0773, indicates that

students' motivation is significantly higher in face-to-face classes than in online classes. Consequently, the null hypothesis (H_0), which states that there is no difference in students' motivation between the two modalities, is rejected.

Table 12. *Paired samples t-test comparing the overall level of students' learning motivation in face-to-face and online classes*

Comparison	Test	t	df	p-value	SE of Difference	Decision on Null Hypothesis	Interpretation
Overall Motivation (Face-to-Face vs. Online)	Student's t-test	13.30	91	< .001	0.07	Reject H_0	Significant Difference

Note. H_a: μ (Face-to-Face) − μ (Online) ≠ 0.

This finding demonstrates that learning modality significantly influences students' motivation, with face-to-face instruction yielding higher motivational outcomes. Francis et al. (2019) similarly reported that face-to-face learning environments are associated with higher academic performance compared to online learning contexts. The present result is further supported by Romano et al. (2023), who found that in-person instruction consistently yields better outcomes, particularly in student engagement and interaction.

The significant difference observed aligns with earlier findings in this study, where face-to-face classes consistently obtained higher mean scores across all motivational dimensions: Instructional Engagement (M = 4.58), Peer Connection (M = 4.39), Self-Regulation (M = 4.28), and Technology-Enhanced Interaction (M = 4.27), all interpreted as indicating a very high level of motivation. In contrast, online classes yielded lower mean scores in Instructional Engagement (M = 3.28), Peer Connection (M = 3.14), and Self-Regulation (M = 3.22), reflecting only a moderate level of motivation. Although Technology-Enhanced Interaction (M = 3.77) in online classes reached a high level of motivation, it remained lower than the corresponding face-to-face dimension.

These findings support previous research indicating that online learning environments pose challenges related to engagement, social interaction, and sustained motivation. Barrot et al. (2021) noted that students often struggle to maintain meaningful connections with peers and instructors in online settings. Systematic reviews on the impact of online learning have further identified reduced interaction, isolation, and decreased engagement as key factors limiting motivational outcomes (Rasheed et al., 2020). Salmela-Aro et al. (2023) also reported that students generally perceive face-to-face instruction as more effective in supporting engagement, motivation, and overall learning experiences.

The results highlight important implications for educators and administrators of first-year BSED Filipino students at Tagoloan Community College (TCC). While online learning offers flexibility and technological advantages, strengthening instructional engagement, peer support, and self-regulation strategies is essential to enhance students' motivation. Lestari et al. (2019) emphasized that collaborative learning fosters higher-order thinking, communication skills, self-management, and leadership. Incorporating interactive activities, clear instructional guidance, and structured peer collaboration may help mitigate motivational gaps in online learning environments and improve students' overall learning experiences.

Conclusion

This study makes a meaningful contribution to the growing body of evidence on instructional modalities and student motivation by providing localized empirical data from a Philippine community college context, specifically among first-year BSED Filipino students at Tagoloan Community College. Anchored in Self-Determination Theory, the findings demonstrate that learning modality significantly shapes students' motivation, with face-to-face instruction consistently fostering stronger engagement, peer connections, self-regulation, and meaningful learning experiences compared to online classes.

Rather than merely confirming the superiority of face-to-face learning, the study highlights why this modality remains effective: it better satisfies students' needs for relatedness, structure, and immediate instructional support. These elements are particularly critical for first-year students who are still developing academic discipline, learning routines, and a sense of belonging. At the same time, the results acknowledge the strength of technology-enhanced interaction in online learning, showing that digital tools can sustain motivation when properly supported, even if other motivational dimensions remain weaker.

Implications for practice suggest that higher education instructors should intentionally strengthen interactive

teaching strategies, peer collaboration, and structured guidance, especially in online environments. Simply transferring face-to-face content to virtual platforms is insufficient; online classes must be redesigned to promote social presence, active engagement, and self-regulated learning. For educational administrators and policymakers, the findings support the continued prioritization of face-to-face or blended learning models in community colleges, while investing in faculty training, digital infrastructure, and student support systems to address motivational gaps in online learning.

In terms of education and curriculum planning, the results underscore the importance of aligning instructional modalities with students' developmental needs. Blended or hybrid approaches that combine the relational strengths of face-to-face learning with the flexibility of online technologies may offer a more balanced and inclusive solution for contemporary higher education.

For future research, similar studies may be conducted using longitudinal or mixed-methods designs to examine how motivation evolves across modalities, or how specific interventions (e.g., peer mentoring, structured online collaboration, or self-regulation training) can enhance motivation in virtual learning contexts. Expanding the scope to other programs, year levels, or community colleges may also strengthen the generalizability of the findings.

Overall, this study affirms that while technology plays a vital role in modern education, human interaction, structure, and social connection remain central to sustaining student motivation, particularly in community college settings.

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