

Evaluating the Influence of Intrinsic and Extrinsic Motivational Factors on the Socio-Emotional Development of Senior High School Students

Ailyn E. Ereno; Manuel V. Estera

^{1,2} School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Inc.,
Sorsogon City, Philippines

Publication Date: 2025/12/12

Abstract: This research evaluates the influence of Intrinsic and Extrinsic Motivational Factors on the Socio-Emotional Development of Senior High School students in Gubat National High School. The research participants are the Grade 11 and 12 students of Senior High School. This study aimed to determine the intrinsic and extrinsic motivational factors, the level of socio-emotional development of SHS, the influences of intrinsic and extrinsic motivational factors on the socio-emotional development and the challenges encountered by the SHS students in their socio-emotional development.

Through mixed method approach, the research collected information from Grade 11 and 12 students coming from Senior High School using interviews, questionnaire, and document analysis. Findings revealed that intrinsic motivation, characterized by autonomy ($M = 3.93$), relatedness ($M = 4.03$), and mastery ($M = 4.08$), emerged as the dominant driver of students' socio-emotional growth, reflecting their strong internal orientation toward self-direction, meaningful connections, and personal improvement. Extrinsic motivation, though secondary, still contributed to development, particularly through monetary rewards ($M = 3.87$), while social status ($M = 2.52$) and academic recognition ($M = 2.99$) exerted weaker influence.

Students demonstrated high levels of socio-emotional competence, with notable strengths in self-awareness ($M = 3.99$), social awareness ($M = 3.85$), and self-management ($M = 3.84$), enabling them to regulate emotions, establish boundaries, and cope with stress. Despite these strengths, challenges rooted in academic workload, performance pressure, and internal struggles such as low self-esteem and emotional repression were identified as significant threats to student well-being.

The study revealed that Senior High School students face diverse socio-emotional challenges, mainly academic, emotional, and interpersonal. Academic struggles ranked first (Sum of Ranks = 103), showing difficulty in balancing school demands with emotional stability, followed by pressure to perform (108, Rank 2) driven by external expectations. Low self-esteem (121, Rank 3) and emotional repression (162, Rank 4) reflected internal emotional struggles, while feeling alienated (170, Rank 5) and miscommunication with peers (174, Rank 6) highlighted social concerns. Lesser challenges included impulsiveness (178, Rank 7), conflict with classmates (197, Rank 8), and identity confusion (200, Rank 9), with heartbreak (237, Rank 10) least reported. Overall, findings indicate that academic pressure and internal emotional struggles are the most prevalent socio-emotional challenges, underscoring the need for targeted support to enhance students' emotional resilience and well-being.

The results indicated that intrinsic and extrinsic motivational factors had a positive influence on students' socio-emotional development. It contributes to a better understanding of the motivational factors in improving socio-emotional development among Grade 11 and 12 students and develop innovative interventions to address the identified challenges in their socio-emotional development thereby harnessing the positive impact of intrinsic and extrinsic motivational factors on SHS students.

Keywords: *Intrinsic, Extrinsic, Motivational Factors, Socio-Emotional Development, Senior High School.*

How to Cite: Ailyn E. Ereno; Manuel V. Estera (2025) Evaluating the Influence of Intrinsic and Extrinsic Motivational Factors on the Socio-Emotional Development of Senior High School Students. *International Journal of Innovative Science and Research Technology*, 10(12), 449-472. <https://doi.org/10.38124/ijisrt/25dec378>

I. INTRODUCTION

A renowned African leader, Nelson Mandela once spoke Motivation is an internal state that propels individuals to engage in goal-directed behavior. It is often understood as a force that explains why people or animals initiate, continue, or terminate a certain behavior at a particular time. It is a complex phenomenon and its precise definition is disputed. It is also the driving force behind actions and behaviors, propelling individuals towards goals and objectives. It's the internal state that fuels our desire to act, whether it's for personal gain, competitive reasons, or societal influences. Motivation can be intrinsic (internal), like a passion for learning, or extrinsic (external), like a reward for good performance. Farghaly (2012) also believed that motivation in learning is categorized into intrinsic and extrinsic types. Intrinsic motivation involves engaging in activities for their own sake, while extrinsic motivation is driven by external rewards. Effective educational strategies, such as goal setting and feedback, are essential for fostering motivation.

Motivation is a fundamental driver of success across various domains, including education and the workplace. It serves as the catalyst for individuals to engage actively in learning and work processes, ultimately leading to improved performance and goal attainment. Understanding the significance of motivation can help in fostering environments that encourage persistence and achievement. Since being motivated is a driving force to students, specially to the senior high school learners it should be given utmost priority to develop and improve their full capacity to learn in all subject areas through motivation. However, due to the different factors' students are struggling to strive and perform well in class.

Filipino students generally exhibit high levels of intrinsic and extrinsic motivation, with strong influences from personal relationships and social goals. Research indicates a significant number of students are motivated by both internal factors (like interest in the subject) and external factors (like grades, teacher approval, and future career prospects). Motivation plays a vital role in students' success, it's because it pushes the very best of an individual to achieve recognition, affirmations, and the like.

Intrinsic motivation refers to the spontaneous tendency "to seek out novelty and challenges, to extend and exercise one's capacity, to explore, and to learn" (Ryan and Deci, 2000). When intrinsically motivated, people engage in an activity because they find it interesting and inherently satisfying. It is the drive to engage in an activity for its inherent satisfaction, rather than for external rewards or pressures. It's about finding enjoyment, interest, or a sense of challenge in the task itself. Essentially, you're motivated from within, by the activity's inherent appeal, not by external factors. While according to Martin & Sorhaindo (2019) extrinsic motivational factors are external rewards or consequences that drive an individual to perform a particular activity. These factors can be tangible, like money or grades, or intangible, like praise or fame. They can also involve

avoiding negative consequences like punishment. In educational settings, extrinsic rewards like scholarships or recognition can motivate students to achieve higher academic success.

In the classroom setting it is very important for the students to be motivated, if there is no one could exhibit such characteristic the teaching and learning process will be a boredom situation. The quality of student's performance relies and reflects on their self being motivated. If they practice the power of motivation they could achieve great heights that would be an avenue for future success not limited in the four corners of the classroom.

The state of the country's educational system is consistently being challenged over the years. This reality was evident in the Programme for International Student Assessment (PISA) results in 2018. Fifteen-year-old students in the Philippines scored lower in reading, mathematics, and science than those in most of the countries and economies that participated in PISA 2018. Over 80% of students in the Philippines did not reach a minimum level of proficiency in reading, which was one of the largest shares of low performers amongst all PISA-participating countries and economies, (OECD, 2019).

The Department of Education (DepEd) is steadfast in its commitment to improving the quality of basic education. It is for this reason that it continues to introduce initiatives to improve learning outcome. It's not just a plain responsibility but a moral responsibility of the key officials of DepEd to find ways to address the challenges of basic education. Hence, the MATATAG Education Agenda, aiming to produce competent individuals who are job – ready, active and responsible citizens with essential competencies and skills for lifelong learning (DepEd Order Memorandum No. 54, s. 2023).

It is truly a fact that interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success and most specially the socio-emotional development of students. For that reasons, teachers must know how to motivate learners in the teaching and learning process.

Highly intrinsically motivated students are able to learn new concepts successfully and show better understanding of the subject matter (Stipek, 1988). Unlike intrinsic motivation; extrinsic motivation drives students to engage in academic tasks for external reasons. Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential to enroll in a course later and good grades. According to Benabou and Tirole (2003), extrinsic motivation promotes effort and performance with rewards serving as positive reinforces for the desired behavior. Extrinsic motivation typically produces immediate results and requires less effort in comparison to intrinsic motivation (Ryan & Deci, 2000). The down side of it is that extrinsic motivators can often distract students from true independent learning. Another problem with extrinsic motivators is that they typically do not work over the long term. Once, the

rewards are removed, students lose their motivation (DeLong & Winter, 2002). As extrinsically motivated, students tend to focus on earning higher grades and obtaining rewards, Biehler and Snowman (1990) believed that extrinsic motivational factors can diminish students' intrinsic motivation.

Getting students to learn and sustaining their interest in what they are learning therefore should be the sole objective of teachers in the classroom. Motivation is a significantly important factor for academic learning and achievement (Elliot & Dweck, 2005). Moula (2010) observes that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life. Feldman (2005) referred to motivation as factors that direct and energize the behaviour of humans and other organisms, while Wood (2002) saw motivation as a process that initiates, directs, and sustains behaviours to satisfy physiological or psychological needs. Intrinsic and extrinsic motivational factors sustain students' interest and improve their socio-emotional development. Motivation is also seen as what gets one going, keeps one going, and determines where one is going (Slarin, 2006). Wherein, students take part in every process of education because of the influence of intrapersonal and interpersonal factors coming from the people that surrounds them.

Considering motivation as a key factor in academic track, (Williams, K., William, C., 2011) exemplified key ingredients to fully develop self-confidence of the learners in the academic endeavor, these students, teachers, content, method or processes, and the learning environment. If these elements work together, students will be motivated and driven for success. As (Andersen, 2011; Stewart, et. al., 2005) assumed that the shift to self-participation, personalized learning, and self-ownership would be perceived positively by teachers and other stakeholders who are involved in the educational process. As a consequence, the greater efficacy of intrinsic and extrinsic motivational factors on the socio-emotional development of SHS students will be revealed.

Self-awareness skills are described as those used to identify one's feelings and emotions, understand one's strengths and weaknesses, be clear about learning goals and hold positive attitudes towards learning (Collaborative for Academic, Social, and Emotional Learning CASEL, Citation2005). In addition to being aware of one's inner self, SEL is also made up of skills to sense the outer environment, where social awareness is understood as the skills required to notice potential social resources and support from one's family, school and classroom, share the perspectives of and empathize with others, acknowledge and appreciate similarities and differences, and show willingness to collaborate (Cefai & Cavioni, Citation2014). Self-awareness skills will cater socio-emotional development for students. It is a critical aspect of early childhood education, encompassing the ability to understand, express, and regulate emotions while forming healthy relationships. This development is essential for children's overall growth and success in various life domains. Student motivation and

emotional states are crucial for shaping an individual, which in turn affect students' socio-emotional and cognitive development.

As another key dimension aside from awareness, management also entails the self- and social orientations. Self-management skills enable learners to regulate their emotions, maintain/enhance positive emotions and reduce negative emotions, establish, monitor and achieve goals, persevere in overcoming challenges, and solve problems (MindMatters, Citation2012). Such skills may resemble self-regulation strategies that learners use to manage consciously their cognition, metacognition, motivation, emotions and learning behaviours (Dörnyei, Citation2005). It is very clear that socio-emotional development is very important for students to attain progress, intrapersonal and interpersonal factors through motivation matters.

Intrinsic and extrinsic motivational factors significantly influence socio-emotional development, particularly in educational contexts. Intrinsic motivation, characterized by personal interest and enjoyment, fosters creativity, psychological well-being, and social engagement, while extrinsic motivation, driven by external rewards, can have mixed effects. Understanding the balance between these motivations is crucial for promoting healthy emotional and social growth.

A combination of intrinsic and extrinsic factors is necessary for teenagers to thrive, as it allows them to enjoy activities while also receiving external validation (Etikala, 2024). Balancing intrinsic and extrinsic motivational factors is crucial for teenagers' socio-emotional development, as it fosters psychological health and personal growth, enabling them to engage in activities driven by both internal passions and external rewards.

In contrast, an over-reliance on extrinsic motivators can lead to diminished intrinsic interest and potential emotional distress, suggesting that educational strategies should prioritize fostering intrinsic motivation to support holistic socio-emotional development.

II. OBJECTIVES

This study aims to:

- Determine the intrinsic and extrinsic motivational factors that influence the senior high school student's socio-emotional development.
- Evaluate the level of the SHS students' socio-emotional development.
- Find out how the intrinsic and extrinsic motivational factors influence the SHS students' socio-emotional development.
- Identify problems encountered by SHS students in intrinsic and extrinsic motivational factors influencing their socio-emotional development.
- Propose innovative interventions to address the identified problems, thereby harnessing the positive impact of intrinsic and extrinsic motivational factors.

III. METHODS

A mixed methods approach is particularly suitable for this study as it combines both quantitative and qualitative research methods, providing a comprehensive understanding of the intrinsic and extrinsic motivational factors impact on the socio-emotional development of the SHS students.

The target respondents for the study were Senior High School students in Gubat National High School, Gubat North District Province of Sorsogon. Stratified random sampling was employed to identify the respondents, 15 students from Grade 11 and 15 students from Grade 12 a total of 30 respondents. The research aimed to capture a comprehensive perspective on the impact of intrinsic and extrinsic motivational factors on the socio-emotional development of SHS students. Additionally, this study is considered to provide insights into the broader context of the students' learning motivation and to enhance the understanding of the intrinsic and extrinsic motivational factors for the SHS students and attain socio-emotional development.

The statistical and qualitative of data in this study was designed to systematically address each research question by using appropriate methods to analyze the collected data. The results of the gathered qualitative data and information were presented in a thematic format, while the quantitative data were organized in tables.

Along with qualitative analysis, particularly in determining how intrinsic and extrinsic motivational factors influenced the socio-emotional development of the respondents, themes were identified. These themes were anchored on the narratives of the participants, which were transformed into codes and categories.

IV. RESULTS

The results of the gathered and statistically treated data were presented in this chapter. Qualitative data and information were presented in a thematic format, while the quantitative data were organized in tables.

A. *The Intrinsic and Extrinsic Motivational Factors Influencing the Senior High School Students' Socio-Emotional Development*

The provided data highlights that intrinsic and extrinsic motivational factors which are evident and significantly impact the socio-emotional development of Senior High School students in Gubat National High School. The indicators consistently register mean scores above 3.50, signifying that these internal drivers are actively at play.

The data presented in Table 1.1 provides a detailed look into the intrinsic motivational factors influencing the socio-emotional development of Senior High School students, all of which are indicated as "evident".

Table 1 Intrinsic Motivational Factors Influencing the Senior High School Students' Socio-Emotional Development

Indicators	Mean (x)	Descriptions
Autonomy		
Manifest self-control to cope with the expectation of the group in achieving a certain goal	3.97	Evident
Carefully choose words for utterance	3.87	Evident
Set up a personal academic goal independently	4.10	Evident
Demonstrate emotional regulation and self-governance	3.63	Evident
Believe in the saying, "The greatest thing in the world is to know how to belong to oneself"	4.07	Evident
Average	3.93	Evident
Relatedness		
Try to socialize to gain more friends	3.97	Evident
Enjoy receiving compliments from classmates about well-done projects or activities	4.10	Evident
Feel proud that the work had an emotional impact, and meaning to others	4.40	Evident
Feel energized and enthusiastic when working with peers	3.83	Evident
Believe in the saying, "Only through our connectedness to others can we know and enhance the self."	3.87	Evident
Average	4.03	Evident
Mastery		
Practice consistently during study periods to master a challenging concept	3.57	Evident
Love the challenge and the feeling of solving something difficult	3.77	Evident
Feel curious and enjoy the act of building and fixing things	4.20	Evident
Driven by curiosity and the desire to make something meaningful	4.47	Evident
Believe in the saying, "Competence breeds confidence, and confidence opens the door to connection."	4.37	Evident
Average	4.08	Evident

Under the factor of Autonomy, students demonstrate a clear capacity for self-direction and control. They showed a strong ability to "Manifest self-control to cope with the expectation of the group in achieving a certain goal" with a mean of 3.97. This is complemented by their tendency to "Carefully choose words for utterance," scoring a mean of 3.87, indicating thoughtful communication. A significant aspect of their autonomy is their ability to "Set up a personal academic goal independently," reflected in a high mean of 4.10. While these aspects are strong, their capacity to "Demonstrate emotional regulation and self-governance" shows a slightly lower, yet still evident, mean of 3.63, suggesting a potential area for further development. Furthermore, their alignment with the saying, "The greatest thing in the world is to know how to belong to oneself," with a mean of 4.07, highlights a strong internal sense of self-reliance. The average for autonomy as one of the core components of intrinsic motivation was 3.93 with a description of evident.

For Relatedness, the data indicate that social connection impacted their actions on others were crucial intrinsic motivators for these students. They actively "Try to socialize to gain more friends," scoring a mean of 3.97. Receiving positive affirmation was also important, as they "Enjoy receiving compliments from classmates about well-done projects or activities" with a mean of 4.10. A particularly strong driver is their pride in making a difference, as evidenced by a high mean of 4.40 for feeling "proud that the work had an emotional impact, and meaning to others." While collaboration is valued, their mean of 3.83 for feeling "energized and enthusiastic when working with peers" suggests that the experience of group work, though positive, might not consistently ignite the highest levels of enthusiasm. Finally, their belief in the saying, "Only through our connectedness to others can we know and enhance the self," with a mean of 3.87, underscores the deep interlinkage

between their self-perception and social bonds. The average for relatedness as one of the core components of intrinsic motivation was 4.03 with a description of evident.

In terms of Mastery, students exhibit a strong intrinsic drive for competence and achievement. While they show a mean of 3.57 for "Practice consistently during study periods to master a challenging concept," this was the lowest score among all indicators, suggesting that consistent practice might be a challenging aspect for some. However, they clearly "Love the challenge and the feeling of solving something difficult," scoring a mean of 3.77. Their curiosity and hands-on approach are evident with a mean of 4.20 for feeling "curious and enjoy the act of building and fixing things." The strongest indicator across the entire dataset was their drive to create, with a remarkable mean of 4.47 for being "Driven by curiosity and the desire to make something meaningful." Complementing this, their strong belief in the saying, "Competence breeds confidence, and confidence opens the door to connection," scores a mean of 4.37, highlighting their understanding of the reciprocal relationship between skill development, self-assurance, and social engagement. The average for mastery as one of the core components of intrinsic motivation was 4.08 with a description of evident.

In summary, Senior High School students in Gubat National High School were significantly driven by their innate desire for competence and achievement, their need for meaningful social connections and positive impact, and their pursuit of independence. Recognizing and nurturing these intrinsic motivations through purposeful learning experiences, supportive collaborative environments, and targeted socio-emotional skill development is key to fostering their holistic growth as they prepare for future endeavors.

Table 2 Extrinsic Motivational Factors Influencing the Senior High School Students' Socio-Emotional Development

Indicators	Mean (x)	Descriptions
Monetary Rewards		
View monetary rewards as necessary to be accorded to those students who received academic recognition	3.63	Evident
Have satisfaction every time a financial value is associated with outputs	4.00	Evident
Accept automatically monetary rewards	3.70	Evident
Prefer monetary rewards for sustained academic achievement	4.03	Evident
Believe in the saying, "Money talks, wealth whispers."	3.97	Evident
Average	3.87	Evident
Social Status		
Want to impress peers and earn teachers' praise	2.97	Moderately Evident
Easily determine the issues that confront peers	3.50	Evident
Run for the student council for popularity reasons	1.53	Almost Not Evident
Assist struggling classmates for the praise earned	1.97	Less Evident
Share achievements through social media	2.63	Moderately Evident
Average	2.52	Less Evident
Grades and Academic Recognition		
Do not enjoy the subjects, but are compelled to maintain high grades for scholarship and recognition	3.80	Evident
Write excellent essays or narratives for high marks, not for caring much about the subject	3.10	Evident
Pushed by their parents to win academic awards and outperform others	2.93	Moderately Evident

Engage much in class, to earn praises and better grades	2.17	Less Evident
Motivated to perform in the class to receive accolades and given the chance to deliver a speech	2.93	Moderately Evident
Average	2.99	Moderately Evident

The data on extrinsic motivational factors reveal varying degrees of influenced on Senior High School students' socio-emotional development, categorized into Monetary Rewards, Social Status, and Grades and Academic Recognition. The main focused were the external incentives, rather than internal drives, impact the socio-emotional growth of Senior High School students.

Regarding Monetary Rewards, students generally perceived financial incentives as "Evident" motivators. They tend to "View monetary rewards as necessary to be accorded to those students who received academic recognition" (mean of 3.63). There is a clear satisfaction associated with financial value, as indicated by a mean of 4.00 for "Have satisfaction every time a financial value is associated with outputs." Students also "Accept automatically monetary rewards" (mean of 3.70) and "Prefer monetary rewards for sustained academic achievement" (mean of 4.03). This section concluded with a strong alignment with the saying, "Money talks, wealth whispers," reflected by a mean of 3.97, signifying a tangible appreciation for financial incentives. The average for monetary rewards as one of the core components of extrinsic motivation was 3.87 with a description of evident.

The influenced of Social Status appear to be more varied and generally less prominent than monetary rewards. While students "Easily determine the issues that confront peers" with a mean of 3.50, making this indicator "Evident," other aspects are weaker. Their desire to "Want to impress peers and earn teachers' praise" is only "Moderately Evident" (mean of 2.97). Critically, running for student council for popularity reasons is "Almost Not Evident" (mean of 1.53), suggesting that genuine popularity is not a primary driver for leadership roles. Similarly, assisting struggling classmates "for the praise earned" registers a low mean of 1.97, also indicating it's "Almost Not Evident" as a primary motivator. Sharing achievements through social media is "Moderately Evident," with a mean of 2.63. The average for social as one of the core components of extrinsic motivation was 2.52 with a description of less evident.

Finally, Grades and Academic Recognition show a mixed influence. Students are "Evident" in their compulsion

to "Do not enjoy the subjects, but were compelled to maintain high grades for scholarship and recognition," scoring a mean of 3.80. They also "Write excellent essays or narratives for high marks, not for caring much about the subject," with a mean of 3.10, indicating a performance-oriented approach. However, being "Pushed by their parents to win academic awards and outperform others" is only "Moderately Evident," with a mean of 2.93. Engagement in class "to earn praises and better Grades" is "Less Evident," scoring a mean of 2.17. Similarly, being "Motivated to perform in the class to receive accolades and given the chance to deliver a speech" is only "Moderately Evident," also with a mean of 2.93. This suggested that while grades and recognition hold sway, the external pressure from parents or the desire for public praise are not overwhelmingly dominant motivators. The average for grades and academic recognition as one of the core components of extrinsic motivation is 2.99 with a description of moderately evident.

In summary, Senior High School students in Gubat National High School are notably motivated by Monetary Rewards, viewing financial incentives as a tangible and satisfying aspect of academic achievement. In contrast, the pursuit of Social Status holds a more varied and generally less prominent influence, particularly regarding leadership roles driven by popularity or assisting peers solely for praise. Similarly, the impact of Grades and Academic Recognition presents a mixed picture, showing that while students were compelled to perform for high marks and scholarship opportunities, external parental pressure and the desire for public accolades are not consistently strong drivers of their engagement.

B. Level of Socio-Emotional Development of the Senior High School Students

The Senior High School students in Gubat National High School exhibited strong socio-emotional development driven primarily by intrinsic factors like a desire for mastery and meaningful connections. While they also responded to monetary incentives, external motivators such as social status or public praise for grades are less influential. Key areas for ongoing development include consistent self-practice, emotional regulation, and academic schedule management.

Table 2. Level of Socio- Emotional Development of the Senior High Student

Indicators	Mean (x)	Descriptions
Self-Awareness		
Aware of life's priorities	4.40	High
Can easily recognize things or events that make oneself happy	4.43	High
Know one's strengths and weaknesses	4.17	High
Can articulate wants in life	3.67	High
Trust instincts and never doubt oneself	3.27	Moderate
Average	3.99	High

Social Awareness		
Show empathy and include someone who even communicates differently	3.87	High
Aware of the different backgrounds and traditions of the class	3.90	High
Choose words wisely and be sensitive about what others are going through	4.03	High
Not judgmental of others	3.50	Moderate
Promote the common good and right virtues	3.97	High
Average	3.85	High
Self-Management		
Can determine and use coping techniques	3.73	High
Can manage academic schedule and routine	3.30	Moderate
Observe self-management techniques (breathing...) to reduce anxiety	3.77	High
Aware that goal-setting and prioritizing support a healthier self-management	4.07	High
Set boundaries to improve both mental health and performance	4.33	High
Average	3.84	High

The data in Table 2.0, "Level of Socio-Emotional Development of the Senior High School Students," indicates that students generally exhibited a high to moderate level across various socio-emotional domains.

Under Self-Awareness, students demonstrate a high level of understanding of themselves. They are highly "Aware of life's priorities" with a mean of 4.40. They also show a high capacity to "Can easily recognize things or events that make oneself happy," scoring a mean of 4.43. Their self-knowledge extends to a high ability to "Know one's strengths and weaknesses," with a mean of 4.17, and they can also "Can articulate wants in life" with a mean of 3.67. However, their confidence in their instincts is slightly lower, with a "Moderate" mean of 3.27 for "Trust instincts and never doubt oneself," suggesting some room for growth in self-trust. The average for self-awareness as one of the indicators of socio-emotional development was high with a mean of 3.99.

In terms of Social Awareness, students generally display a high level of understanding and consideration for others. They show a high degree of empathy, indicated by a mean of 3.87 for their ability to "Show empathy and include someone who even communicates differently." They are also highly "Aware of the different backgrounds and traditions of the class," scoring a mean of 3.90. A significant aspect of their social awareness was their high ability to "Choose words wisely and be sensitive about what others are going through," with a mean of 4.03. While generally empathetic, their self-assessment for being "Not judgmental of others" registers a "Moderate" mean of 3.50. Furthermore, they exhibit a high commitment to collective well-being, scoring a mean of 3.97 for their tendency to "Promote the common good and right virtues." The average for social awareness as one of the indicators of socio-emotional development is high with a mean of 3.85.

Regarding Self-Management, students show varying levels, largely leaning towards high competence in managing themselves. They are highly capable of determining and using coping techniques, reflected by a mean of 3.73 for "Can determine and use coping techniques." However, their ability to "Can manage academic schedule and routine" is categorized as "Moderate," with a mean of 3.30, suggesting this is an area where some may face challenges. Despite this,

they show a high inclination to "Observe self-management techniques (breathing...) to reduce anxiety," with a mean of 3.77. Students also demonstrated a high awareness that "goal-setting and prioritizing support a healthier self-management," scoring a mean of 4.07. Crucially, they show a high capacity to "Set boundaries to improve both mental health and performance," with a mean of 4.33, indicating a progressive understanding of self-care for optimal functioning. The average for self-management as one of the indicators of socio-emotional development is high with a mean of 3.84.

In summary, the Senior High School students in Gubat National High School exhibit a strong overall level of socio-emotional development. They are highly self-aware, recognizing their priorities, sources of happiness, and personal strengths and weaknesses, though developing greater self-trust is an opportunity. Socially, they demonstrate high empathy and sensitivity, particularly in understanding diverse backgrounds and communicating thoughtfully, with a moderate capacity for being non-judgmental. In self-management, students are adept at coping, utilizing anxiety reduction techniques, and setting healthy boundaries, yet they face moderate challenges in consistently managing their academic schedules.

C. The Influence of Intrinsic and Extrinsic Motivational Factors on the Socio-Emotional Development of Senior High School Students

➤ Managing Emotions through Self-Control

Self-control is a critical psychological trait that influenced various life outcomes, including academic success, health, and interpersonal relationships. It encompasses an individual's ability to regulate emotions, behaviors, and desires to achieve long-term goals. It is essential for students' self-development, facilitating effective time management, focus, and distraction management.

According to Participant 1, "I believe that self-control is significant because it promotes self-growth and makes us aware of what needs to be improved from within ourselves." This statement was further supported by Participants 2 and 6, who claimed, "self-control is essential for achieving own goal, do the best on something and improve self-awareness."

Participant 3 also agreed that manifesting self-control helped her to be well – prepared in socializing with others. She said that, *“Yes, because it helps in making wise decisions than impulsive ones. It can also help to maintain healthy relationship with other people.”*

While Participants 4 and 11 stated, *“Self-control is necessary because it helps us to make choices, stayed focused, make better decisions and manage our emotions.”* This statement was seconded by Participant 5, who answered, *“Self-control is necessary because this helps us control our emotions and helps us avoid hurting someone’s feelings.”* This is further explained by Participants 7, 8, 9, 10, 13, 14, 15, 16 and 17 who claimed, *“Self-control is essential for students because it enables effective emotion regulation, behavior management, and positive social interactions, crucial for academic success and overall well-being. It is the ability to manage emotion, mentality, and problems. It strengthens the connection of your body and mind as well as maintaining the social relationship to others.”* Participant 19 also agreed, *“Self-control is necessary because knowing or learning about yourself can improve our behavior and emotional intelligence.”*

Participants 18 and 12 also agreed that having self-control could be an avenue for an individual to attain self-recognition. She explained that, *“Self-control helps students take charge of their learning, make better choices, and reach their full potential. It makes a person more composed on facing challenges and unexpected circumstances and may result to good outcomes of situations.”* Participants 20, 21 and 22 elaborated that, *“Yes, because if you don’t have self-control it can probably affect your health or communicating skills. It is necessary because we always need to control ourselves. There are instances that we should choose mind over heart because of the given situation. This sets as your boundary or limitation.”* While Participants 23, 24, 25, and 30 also take part and responded that, *“Yes, because having self-control will improve one’s understanding on their self-making better decision and achieving goals. Having self-control is essential for achieving success and happiness in life.”* This statement was also supported by Participants 26, 27, 28 and 29 they figured out and understand the importance of self-control in understanding oneself. They claimed that, *“When you have self-control you are aware about the different sensitivity of everyone around you. It is the one that limits myself to be in the right path and maintains my good image. Self-control helps you stay focused on what actually matters in your life instead of getting carried away by unnecessary stuff.”*

Thus, Senior High School students must possess self-control not only for self-recognition but also for holistic growth as an individual. They must give attention to their self-control because it is crucial for them to attain self-development, as it involves regulating thoughts, emotions, and impulses, particularly in academic settings. Trusted relationships and guidance from faculty or mentors significantly aid in strengthening self-control, promoting long-term goal achievement and positive behaviors.

The participants collectively emphasized the importance of self-control in various aspects of personal and social development. Many agreed that self-control plays a critical role in self-growth, self-awareness, emotional regulation, and decision-making. It was consistently highlighted as a necessary skill for achieving goals, maintaining focus, and making thoughtful choices rather than acting on impulse. Several participants pointed out its significance in building and maintaining healthy relationships, improving academic performance, and fostering emotional intelligence. Others noted that self-control helps individuals face challenges with composure, set boundaries, and stay aligned with personal values. Overall, the responses reflect a shared belief that self-control is not only vital for individual success and well-being but also for developing a deeper understanding of oneself and fostering positive interactions with others.

Self-control can be manifested by developing the ability to manage impulses and emotions, setting realistic goals, practicing patience, and creating coping mechanisms for stressful situations. Possessing self-control is essential as it enables individuals to make better decisions, resist temptations, delay gratification, and ultimately achieve their long-term goals.

According to Participant 1, *“Possessing self-control is necessary and I manifest it through careful analyzation of my own actions and decisions.”* This statement was further supported by Participants 2 and 3, who claimed, *“I manifest self-control by developing self-awareness, so that whatever I do, I am always aware of the possible triggers that might occur. I’m self-controlled by being mindful, setting goals, self-reflection, and managing time effectively. It is important because it improves focus, reduce stress, and strengthen the ability to control yourself.”* This statement was further elaborated by Participant 4, she said, *“I manifest self-control by setting clear goals, and developing healthy habits that support my goals.”* It was clearly explained and supported by Participant 5 through her answer, *“I manifest self-control by having clear goals and develop healthy habits. Possessing self-control is essential because it helps us manage our time and have a healthy life-style.”*

Self-control manifestation in one’s self was very crucial in attaining self-recognition and self-regulation. Participant 6 and 7 stated, *“I manifest self-control by rethinking the things that I want to do and think their consequences. I manifest self-control through mindful decision-making, resisting impulsive actions, and managing my emotions effectively; possessing self-control is essential for personal growth and success.”* While Participant 8 also seconded the statement and gave emphasis, *“Possessing self-control is essential for achieving goals, making better decisions, and maintaining healthy relationships. It helps you manage emotions, thoughts, and actions.”*

Participants 9, 10, as well 11 clearly explained, *“By setting clear goals, practicing mindfulness and developing habits that promote discipline and resilience, and possessing self-control is essential for achieving goals and building strong relationships. I manifest self-control by having a quiet*

time for myself. It allows me to balance my emotions, and it improve my performance to both school and house.” They all value the self-control as one of the key components in achieving one’s full potential. Participant 11 highlighted, *“Time management and avoiding distractions is the main proof if manifesting self-control. It’s essential to succeed and avoid regrets.”* While Participant 12 approved, *I manifest self-control by always assessing the possible consequences of my actions. If bad things might occur, then I’ll stop myself with whatever I’m doing and continue if the situation tells me otherwise.”* This only entails that self-control involves decision making, self-awareness, self-recognition and self-regulation of an individual.

According to Participant 13, *“Self-control is essential and it helps you stay focused on what’s important.”* This was supported by Participants 16 and 21 they involved the value of divine guidance. She stated that, *“Yes, self-control is essential and I possessed it through prayers. I always manifest self-control by praying. I always seek guidance. Having self-control not only affect ourselves but also the people around us.”* Participant 18 in other hand explained her ideas by stating that, *“I manifest self-control by developing self-awareness and mindfulness, managing stress and emotions, setting goals and priorities. Possessing self-control is essential for achieving personal and professional goals, improving overall well-being and making better choices.”* It was further expounded by Participant 19 and 22 they claimed that, *“I manifest my self-control by knowing every positive and negative effects of every decisions I make. Through knowing what would happen if my decision was right or wrong.”*

While Participants 23 and 24 explicated that they manifest self-control as always and responded, *“I manifest self-control by giving myself a clear goal, build self-awareness to something that will affect myself and getting to know my own self.”* Participant 25 reacted by articulating, *“Self-control is a must for every individual, I manifest self-control by keeping my composure and not get things in my head.”* It was upheld by Participant 26 she said, *“I manifest self-control by knowing what I really want and being passionate about it.”* Participant 27 also agreed, *“I manifest self-control by setting goals, creating my own healthy habits, and practice self-care, by doing this it helps me control myself.”*

Based on Participant 28 she punctuated, *“I manifest it by putting boundaries on what to do or what not to do. It’s essential to perform socially and academically better.”* While Participants 29 and 30 valued self-control as key for one’s growth, they emphasized, *“Manifesting self-control is all about knowing my goals and reminding myself of the bigger thing that I need to achieve. Possessing self-control means learning how to balance what you want now versus what you want in the future.”* Participant 30 pointed out that, *“I can manifest self-control by practicing mindfulness, setting clear goals and developing healthy habits such as regular exercise and meditation.”*

Possessing self-control is essential for SHS students because it plays a vital role in their overall growth and success. With self-control, students can effectively manage their time, allowing them to balance academics, extracurricular activities, and rest. It helps them resist distractions such as social media, mobile games, or peer pressure, which often interfere with studying or completing assignments.

Self-control also enables students to handle their emotions in stressful situations—such as exams, conflicts, or failures—by staying calm and thinking rationally. Most importantly, it helps them make responsible decisions, like prioritizing schoolwork, choosing the right friends, and avoiding harmful behaviors. All these factors contribute to both academic achievement and personal development, making self-control a crucial trait for every SHS student.

The participants strongly emphasized that manifesting self-control is essential for personal growth, goal achievement, emotional regulation, and self-awareness. Across their responses, a common theme emerged: self-control is developed and expressed through mindfulness, setting clear goals, time management, self-reflection, and healthy habit formation. Many participants highlighted that possessing self-control allows individuals to make better decisions, avoid impulsive actions, and maintain balanced emotional responses—which are key in managing daily responsibilities, relationships, and long-term aspirations. Several also associated self-control with self-recognition and divine guidance, viewing it as not only a mental discipline but also a moral and spiritual practice. Overall, the responses suggest that self-control is a foundational skill that empowers individuals to stay focused, handle challenges effectively, and live purposefully by aligning their actions with their values and long-term goals.

➤ Monetary Rewards as a Reinforcement Towards Better Learning

Monetary rewards were a formed of extrinsic motivation, meaning they come from external sources rather than internal desire or satisfaction. A formed of extrinsic motivation, meaning they are external factors that drive behavior. This type of motivation involved receiving money or financial incentives for completing a task, achieving a goal, or performing well by providing a tangible benefit.

According to Participant 1, *“I never had a problem with them but I also hope that they can realize that rewards in monetary form aren’t always the only ones to gain. It can also be through the form of learnings and self-progress.”* This statement was further supported by Participants 2 and 3, who claimed, *“I have no bad comments for them. It is great to see that everyone was striving for their excellence. Each of us had different motivation in doing something. If that’s their motivation to performed well in class then that’s no problem. It is okay not until they do bad things for money.”* Participant 3 agreed by saying, *“I can/will say that it’s also important to recognize that you’ve achieved something. It points out that dedication and hard work can lead some tangible benefits and that you’re capable of achieving high standards.”* This

statement was further elaborated by Participants 4 and 9 they said, *"All I can say that your hard work and dedication truly paid off, and this reward is a well-deserved recognition for your achievement. Your hard work and dedication are truly commendable and it's great to see that you are motivated, it shows that incentives can drive achievement."* While on the other Participant 5 responded, *"All I can say is that you should not perform well in class for the sake of monetary rewards but do it because you want it and that makes you happy."* They value monetary rewards as an extrinsic motivation to do their best in school and attain their full potential.

Participant 6 stated, *"For me it's normal, me neither sometimes do this. It was like a price for the hard work."* She elaborated the importance of such extrinsic motivational factor that pushed her in her best. This statement was contradicted by Participant 7, she elaborated, *"To students excelling solely for monetary rewards, I'd emphasize the importance of intrinsic motivation and the value of learning for its own sake. Showing peers that genuine understanding is more valuable than external incentives."* It was supported by Participant 8 claimed, *"Great job on your achievement. While rewards can motivate, remember that personal growth and knowledge one invaluable. Your peers can see that hard work pays off, but true fulfillment comes from within."*

Based on Participant 10 he expressed, *"All I can say is that they either only want the monetary reward or it helps them motivated to do well in their school works when they know there is a reward."* Participants 11, 12, and 28 disagreed and they worded, *"Real learning should come from genuine interest. It might show others that they're only motivated by rewards. I honestly don't have any problem with them especially if that motivates them to do good in their academic performance. It's just that, they would live a life of not seeing the values of priceless things because of this behavior. I just want to say congrats on getting rewards but just note that the real reward is the lesson that you learned not just the awards."* Participants 13 and 14 also strongly stated, *"Motivation pushes oneself to learn and improve. It shows that hard work and dedication lead to tangible rewards. Do not forget what is the most important thing in life- 'for yourself growth. Because that is what all matter.'" But Participant 15 only claimed, "I wish I was like them."* It was favored by Participants 19 and 22 saying, *"For me, students who performed well in the class are the students who are more disciplined when it comes to academic. They are so active because of the reward. It shows like there are the active one."* Emphasizing that students who are well engaged in class are the one that are receiving incentives or rewards like monetary from their parents or guardian. Participant 29 further supported, *"I honestly don't know, at least good for them because they perform well. Even though it's just for the rewards. I'm pretty sure their peers still view them as smart because it obviously takes a lot of confidence and effort to perform well."*

While Participants 21 and 26 relates on other students who had valued more the extrinsic motivational factors and explained, *"For me I can relate to those students who perform*

well in class for the sake of monetary rewards. I am motivated when I receive one, keeping me in the track, and the reason to be better every day. I can't say anything because that's how they see them self-achieves anything. They saw monetary reward as an inspiration to achieve what they want." Participants 23 and 24 further interpreted and responded, *"It's good, but they do this because for money. The idea that their peers will understand is that they intended to listen to their teacher and participate in class for the sake of reward. I really can't say anything to them since I don't know what challenges they are facing but its fine as long as they are not affecting their peers."* In which Participants 25 and 27 articulated, *"I think that they are reasonable, there's no human on earth that will do stuff just because they want to, they are always expecting rewards on every move they make. I'm impressed because of his/her hard work, and he/she deserve to have an achievement. It gives them the motivation and the value of hard work and the dedication to do the same."* Participant 30 expounded, *"This can create a competitive environment focused on rewards instead of knowledge acquisition."* She only pointed out that the students would do their best not intended purely to learn new ideas but instead for the rewards they crave for.

At the same time, it can also raise a point of reflection. If you're someone who isn't doing well, not because you can't, but because you're not motivated, seeing someone succeed just because they're after a reward might make you question your own drive. *"Why aren't you pushing yourself? What would motivate you?"* These questions would come up if you are questioning your drive to perform and exert effort in task or a simple activity.

In the end, motivation looks different for everyone. Some do it for grades, others for scholarships, praise, future goals, or yes—even money. What matters is how we use that motivation to build habits, confidence, and a mindset for growth. Especially in terms of socio-emotional development of one's self and also self-recognition from others.

The participants offered diverse yet insightful perspectives on the role of monetary rewards as extrinsic motivation in academic performance. Many acknowledged that such rewards can effectively motivate students to strive for excellence, recognizing that hard work, dedication, and discipline often lead to tangible outcomes. Some emphasized that there is nothing wrong with being motivated by incentives, especially if it drives positive academic behavior without harming others. However, others raised concerns that focusing solely on rewards may cause students to overlook the deeper value of learning, self-growth, and personal fulfillment. A number of participants advocated for the importance of balancing extrinsic rewards with intrinsic motivation, urging students to appreciate learning not just for the outcomes, but for the knowledge, skills, and self-development it brings. While a few participants expressed neutrality or admiration toward high-performing peers driven by rewards, others cautioned that genuine understanding and life values should not be overshadowed by the desire for material incentives. Overall, the responses highlight the idea that while extrinsic motivators like monetary rewards can be

useful and even necessary at times, intrinsic motivation remains crucial for meaningful, long-term personal and academic success.

➤ *Promoting Self-Control Through Self-Reflective Practices*

Self-control, or self-regulation as it was sometimes referred to, is a skill that can be taught. While some people were born with more natural ability, most often it was a skill that individuals can help develop. One way of doing this was to help children replace negative responses with positive ones. Self-control was really hard to develop because it's like fighting with yourself. There's the part of you that knows what's right—like studying early, avoiding distractions, or saying no to things that weren't good for you—and then there's the part of you that just wants comfort, fun, or instant satisfaction.

According to Participant 1, *"Self-control is hard to develop if the person itself does not know what to control. This is why self-ignorance is important."* It was further supported by Participants 2, 3, and 5 *"That's true that self-control is hard to develop especially when an individual did not know their self well. Like they not aware of their self and yes, I'm able to experience this when my brain got distracted easily, my self-control was hard to develop. It's hard to develop because it requires effort and dedication to do those things. When I was a kid I experienced those things."* Participant 3 elaborated, *"Self-control is hard to develop because it requires consistent practice and effort to manage emotions and desires effectively. I will be able to experience self-control as part of my personal development journey. I would face challenges and opportunities to practice managing emotions, behaviors, and decisions."* This statement was strongly agreed by Participant 4, she responded, *"Self-control is a continuous process that requires effort and dedication. I prioritize my goals and build healthy habits to stay focused and motivated."*

Based on Participant 6 she expounded, *"Self-control involves your emotions, which is alone hard to control. I have experienced this before, one time I haven't control my anger and let it out, yes, it is good to be honest about your feelings but the consequences are not."* Participant 7 claimed, *"Developing self-control is challenging because it requires consistent effort, self-awareness, and overcoming ingrained habits, yes, I have experienced the difficulty of developing self-control. It was seconded by Participant 8, "Self-control can be challenging to develop because it requires discipline, will power, and constant effort to overcome temptations and habits. As myself, I am able to experience this most of the time, so I can really say that it's really hard to develop self-control."* For Participant 9 she further added, *"Because it requires overriding immediate desires and temptations which can be challenging."*

Participants 10 and 16 emphasized the importance of self-control and the challenges to be addressed, they explained, *"When there are works that are just too much to handle, plus the anxiety and depression. That is the cause of having a breakdown, I sometime experience this. Because of my anxiety and the fear of public speaking."* Participant 27

also mentioned, *"It's hard because of emotions, emotions like stress, anxiety or excitement can override and lead impulsive behavior and self-control will be hard to earn."* This statement was strongly agreed by Participants 11 and 12, *"It's hard because of temptations are everywhere. Yes, especially when I have to choose between studying or using my phone."* Participant 12 explicated, *"Because of the environment where negativity is evident and people that will test your patience on daily basis. I personally experienced this, bursting out my emotions in front of my previous classmates, and has pros and cons."* Also, Participants 13, 14 and 19 supported and answered, *"Yes self-control is hard to develop it needs practice since it's not an easy thing to do, I was able to experience this sometimes. Because we have different problems that affects our decisions and change our behavior."* Participant 21 mentioned, *"Self-control is hard to develop for me even though I want to. I sometimes unconscious to things."*

Participant 22 mentioned, *"Because there is many more to learn and to experience before self-control is develop."* He only highlighted that self-control takes time to develop and to be acquired. While Participants 23 and 24 further elaborated, *"Because of some changes of people or environment around the people who develop self-control. Self-control can be broken one's your tempted to do things you try so hard to control not to do."* But for Participant 25 he contradicted, *"I don't think self-control is hard, because I haven't experienced it but I think for some people it's hard because they let their ego and pride take over."* It was also stated by Participant 26 and 28, *"It is hard if you lack of clear goals and has no boundaries. If you're a type of person to be easily distracted and not following your boundaries. I were able to experience this because I can't really identify what I really want to pursue but I'm trying."* On the other hand, Participant 29 elucidated, *"Because, doing what feels good right now is way easier than thinking about long-term goals. For example, it's hard for me to say no to things like procrastinating my work and being lazy, because no one is forcing me to stop."* Although Participant 30 responded, *"Yes, everyone experienced this difficulty to varying degrees throughout their life."*

It's not easy, especially as students. They deal with stress, deadlines, distractions, peer pressure, and even burnout. There are so many things pulling their attention away. But when they learn to manage their selves—even just a little bit—they start to take back control over their time, their goals, and even their future.

Self-control doesn't mean being perfect or never getting distracted. It just means being aware of one's actions and choosing what's best for one's self in the long run. It may feel like a struggle now, but later on, they'll thank their self for building that discipline. Because when you have self-control, you're not just surviving school—you're shaping the kind of person you want to become.

The participants collectively agreed that developing self-control is a difficult but essential process that requires self-awareness, consistent effort, emotional regulation, and

personal discipline. Many emphasized that self-control becomes especially challenging when individuals lack a clear understanding of themselves, their goals, or their emotional triggers. Emotional factors such as stress, anxiety, temptation, and impulsivity were frequently mentioned as major barriers, alongside external influences like environment and peer pressure. Despite the struggles, participants acknowledged that self-control is a learned skill, developed through practice, reflection, and intentional behavior over time. While a few found it less difficult, most described it as a lifelong journey of growth, often shaped by personal experiences and setbacks. Ultimately, the responses highlight that although self-control is hard to develop, it is crucial for making better decisions, managing emotions, achieving long-term goals, and becoming more resilient in the face of challenges.

➤ Reinforcing Self-Worth Through External Validation

Self-recognition, in the context of understanding oneself through the lens of others, was the ability to understand one's own identity, strengths, weaknesses, and behaviors by observing how others perceived and interacted with them. This involved a dynamic interplay between how individuals see themselves and how they believed others perceived them, which was crucial for developing a positive sense of self.

Recognition fosters a sense of belonging and connection to others. Being acknowledged by peers, friends, or society at large can strengthen interpersonal bonds and promote a sense of community. Self-Esteem and Identity: Recognition can enhance self-esteem and validated an individual's identity.

According to Participant 1 she explained, *"I think it is because of the pressure felt and the fear that if expectations weren't met, you are not validated the way that you're supposed to be."* It was further supported by Participant 2, *"Recognition of other are really hard to achieve sometimes. For me, it's tough because I'm often caught up in my own stuff, like I'm stressed of my own performances, and I'm not able to notice what others are doing. I really experience these often."* Participant 3 also agreed and elaborated, *"Recognition of others is hard to achieve due to factors such as social anxiety, lack of self-esteem, fear of judgement, and societal norms that often overshadow individual achievements."* She somehow understands that self-recognition from others may often hard to earn but it matters. While Participant 4 responded and explained her side, *"For me, recognizing others is about appreciating their efforts and showing gratitude, but it can be tough when I'm caught up in my own stuff. I'm working on being more aware."* Based on Participant 5 she strongly agreed that self-recognition from others is hard to achieve. She pointed out, *"Recognition from others is hard to achieve because you are not like them. There are things others can do that you can't. I was able to experience this because sometimes I feel jealous."* It was supported by Participant 26, *"I think recognition from others is hard to achieve because maybe you are jealous or maybe pressured,"*

Participant 6 mentioned, *"Recognition of others is hard to achieve due to self-centeredness and insecurities and also*

fears. Yes, I always asked myself why I can't do the same thing." Participant 7 expounded the statement, *"Recognizing others contributions can be difficult due to personal biases, limited perspective, and the tendency to focus on self. Yes, I have experienced the challenge of fully recognizing others achievements."* It was further elucidated by Participant 8, *"Recognizing others can be tough because it needs humility, self-awareness, and genuine interest in others contributions. Sometimes, pride or biases get in the way. Though acknowledging others efforts can be a game changer in building strong relationship."* It was articulated by Participant 9 and responded, *"It requires active listening in others thoughts and feelings."* Participant 10 highlighted, *"Some people have certain standards that should be meet by the other to be able to achieve recognition. So, some students need to work harder so their parents can recognize them. I actually don't experience this."* While Participant 11 directly responded, *"Some people don't see your efforts, sometimes."* It was further expressed by Participant 12, *"Recognition comes expectations that sometimes results to draining one's energy and mental state of the person."* Participant 14 answered, *"I sometimes experience it because we all have different understanding, different ways, strategies, and techniques on how to achieve a certain thing. Others may struggle, while others may not."* Participant 16 said, *"You need to work hard to achieve your dreams, for example is achieving with honors."* While Participant 19 he stated, *"For me recognition is hard to achieve for others because every student has different personality when it comes to academic like slow learner, laziness and the likes."*

According to Participant 21, *"Recognition of others is hard to achieve because in my point of view there are always better than me. I don't really excel on a certain thing. I just push myself."* Participant 22 further supported, *"Different people have different perspective and yes I experienced it."* While Participant 23 elaborated, *"Self-recognition from others is hard to earn because of some self-habits. A person experiencing this must have self-goal that will lead her/him."* Participant 24 agreed and responded, *"Because in others eyes they only acknowledge the ones who did great and they don't bother to spare a look on the ones who didn't meant their expectations."* On the other hand, Participant 25 further simplified, *"It is hard for others to recognize you because they don't walk the same path as you. I haven't experienced this not because it's hard. I personally don't care about something like this because having too much attention on yourself will give them the stereotyping that you will always do something good or bad."* Participant 27 explained that he also thinks that self-recognition from others is hard to get. He said, *"Because lack of awareness, communication breakdown, like having a cold conversation and the result is not having to recognize someone."* Other Participants like 28 and 29 elucidated, *"To be recognized is to be great. You need some achievements or good deeds to be recognized by others. I work hard to receive such recognition."* Participant 29 worded, *"It's kind of hard because I feel pressured and disappointed when others achieve great things-especially my peers. This is a pretty common thing to experience, especially when you used to be an achiever."* Participant 30 also agreed and supported other participants, *"Yes, many people*

experience the difficulty of giving others recognition due to competition, self-doubt, or other factors."

In general, recognition was hard to achieved because of bias, competition, invisibility of effort, and the tendency to only notice big achievements. Many students have experienced being unnoticed despite of efforts. But even without recognition, doing your best and helping others still has meaning. Recognition is nice, but self-growth and integrity are even more important in the long run.

The participants collectively expressed that recognition from others is often difficult to achieve, primarily due to internal struggles such as self-doubt, insecurity, pressure, jealousy, and low self-esteem, as well as external factors like societal expectations, competition, and lack of awareness from others. Many shared personal experiences of feeling overlooked, discouraged, or unseen, especially when their efforts didn't meet others' standards or were overshadowed by high-achieving peers. Some acknowledged that recognizing others can also be challenging, particularly when one is preoccupied with personal issues, affected by biases, or lacking emotional awareness. Despite the challenges, a few participants emphasized the value of genuine recognition in building relationships and boosting morale, suggesting that humility, empathy, and mindfulness are needed to both give and receive acknowledgment. Overall, the responses highlight that while recognition is meaningful and validating, it is also complex and influenced by personal, social, and emotional factors—making it both important and difficult to navigate in various contexts.

➤ *Regulating Social Behavior Through Intrinsic and Extrinsic Motivational Factors*

Intrinsic and extrinsic motivational factors were evaluated by examining the source and sustainability of a person's drive to act. Intrinsic motivation arises from within the individual and was driven by personal interest, curiosity, or a sense of fulfillment, often leading to long-term engagement, creativity, and deep learning. In contrast, extrinsic motivation is influenced by external factors such as rewards, recognition, or fear of punishment, which can be effective for achieving short-term goals or completing routine tasks but may not foster lasting commitment. A general evaluation considers how these motivations influence behavior, performance, and satisfaction, recognizing that while intrinsic motivation is ideal for fostering autonomy and innovation, extrinsic motivation can still play a valuable role when used appropriately, especially in structured environments like education or the workplace.

According to Participant 1, *"Extrinsic motivation means relying on external rewards or recognition, such as praise from others, while intrinsic motivation means being driven by personal interest, enjoyment, or internal satisfaction — not by others' validation."* It was further supported by Participant 2, *"Intrinsic motivation is way more powerful for me because it's about enjoying what I'm doing, whereas extrinsic motivation like reward and praises from other people. Feel like superficial and wears off quickly. Both are working best in me, but if I really love what I'm doing, I'm more likely to*

stick with it." While Participant 3 expounded her answer, *"Intrinsic motivation driven by personal interest and enjoyment, leads to deeper engagement and long-term commitment. Extrinsic motivation fueled by external rewards or punishment."* They valued both intrinsic and extrinsic motivational factors, they've given it advantages in terms of socio-emotional development. Participants 4 and 5 highlighted, *"Intrinsic motivational factors is about your personal motivation while extrinsic comes from others like your friends and family."* Participant 6 mentioned, *"It is the understanding of underlying drivers of an individual's behavior and actions."* Participant 7 evaluated and answered, *"I evaluate intrinsic motivation by considering the satisfaction I received and enjoyment desired from an activity. While extrinsic motivation was assessed by examining external rewards or pressures influencing engagement."*

Participant 8 stated, *"Intrinsic motivation drive long-term fulfillment, while extrinsic motivations provide short-term boosts. Balance is the key."* She somehow explained that there is no problem if you are more driven either by intrinsic or extrinsic motivational factors as long as you know the value of each factors. Participant 9 articulated, *"Intrinsic motivation tend to be more sustainable and lead to deeper engagement while extrinsic motivation can be effective short term but may not promote long term commitment."* For Participant 10 he is more into intrinsic motivation, *"Intrinsic motivational factors come first for me because it helps the students to have a good school life and mentality."* Participant 11 however said, *"Intrinsic makes me work hard because I want to learn and extrinsic helps me when I need a little push, like rewards."* It was further supported by Participant 12, he claimed, *"Intrinsic factors means that the person is independently aware of their selves, however, extrinsic relies on validation."* Participant 26 added, *"I can evaluate that by knowing my personal interest, developing new skills, fear of consequences and social pressure."* She emphasized the different factors influencing the intrinsic and extrinsic motivational factors of a student. While according to Participant 27, *"To evaluate intrinsic and extrinsic you needed to have self-reflection, observations and etc. by gaining these methods you can gain deeper understanding of motivational factors."* Participant 28 and 29 strongly agreed and worded, *"By observing your own behavior, self-awareness, and self-management."* For him you can evaluate, in general, intrinsic and extrinsic motivational factors one's you have self-recognition. Participant 29 elucidated using scenarios, *"Intrinsic motivation (like doing something I genuinely enjoy or want to grow) is usually stronger and lasts longer. It keeps someone going even when no one is watching. On the other hand, extrinsic motivation (like grades) can help motivate you when you're struggling, especially when you think of why you're doing this."*

In summary, the participants recognized both intrinsic and extrinsic motivational factors as essential influences on behavior, learning, and personal growth. Most emphasized that intrinsic motivation, driven by personal interest, enjoyment, and internal satisfaction, leads to deeper engagement, long-term commitment, and sustainable progress. At the same time, extrinsic motivation, such as

praise, rewards, or social pressure, was seen as useful for short-term encouragement or when internal drive is lacking. Many highlighted the importance of balancing both types, acknowledging that understanding one's own motivations through self-reflection and observation helps in effectively evaluating and using them. Overall, the insights reflect a shared view that while extrinsic rewards can initiate action, intrinsic motivation is often the more powerful and enduring force behind meaningful achievement and personal fulfillment.

The participants collectively recognized the significance of both intrinsic and extrinsic motivational factors, acknowledging that while each serves a unique purpose, intrinsic motivation was generally more sustainable and meaningful. Many emphasized that intrinsic motivation—driven by personal interest, passion, and internal satisfaction—leads to deeper engagement, long-term commitment, and a more fulfilling experience, particularly in learning and personal growth. In contrast, extrinsic motivation—fueled by rewards, recognition, or fear of consequences—can provide short-term boosts and be helpful when additional encouragement was needed. Several participants highlighted the importance of self-awareness, self-reflection, and understanding personal values in evaluating and balancing these motivational factors. Ultimately, the responses suggest that a healthy balance between intrinsic and extrinsic motivation was ideal, with an emphasis on fostering intrinsic motivation to support lasting development, academic success, and emotional well-being.

➤ *Strengthening Social and Learning Engagement Through Intrinsic and Extrinsic Motivational Factors*

Intrinsic and extrinsic motivation both played significant roles in a student's socio-emotional development. Intrinsic motivation, driven by internal satisfaction and enjoyment, can foster self-esteem, resilience, and a positive self-concept. Extrinsic motivation, fueled by external rewards and consequences, can help students develop self-discipline, goal-setting skills, and a sense of responsibility.

As a Senior High School student, motivation played a major role not just in academic performance, but also in the development of socio-emotional skills—such as self-awareness, emotional regulation, social interaction, and relationship-building. Both intrinsic and extrinsic motivational factors influence how students grow in these areas.

According to Participant 1, *“I think that these factors help us in being goal-driven and aim for progress.”* It was further supported by Participant 2 and answered, *“For me, intrinsic motivation helps me develop a genuine and great person for learning and build a strong confidence when I achieve things. While extrinsic like praise from people around me, gives a sense of appreciation and belongingness.”* Participant 3 elaborated, *“Balancing these factors are the key to holistic socio-emotional development helping students build resilience.”* On the other hand, Participants 4 and 27 agreed and also elucidated, *“Intrinsic and extrinsic motivations help me develop socio-emotional skills like*

autonomy, self-awareness, and confidence, leading to overall growth as a student.” As well as Participant 4, Participant 5 emphasized, *“It can cultivate a growth mindset, develop emotional intelligence, achieve socio-emotional growth.”*

While Participant 6 noted that intrinsic and extrinsic motivational factors importance, she said, *“It can improve performance, increase engagement, better decision making and enhancing the well-being.”* Participant 7 articulated, *“Intrinsic motivation fosters self-confidence and sense of accomplishment, while extrinsic motivation can create pressure and potentially impact self-esteem.”* Participant 8 further supported and worded, *“Intrinsic motivations like curiosity and passion, foster deeper love for learning, while extrinsic motivations like prizes and rewards can enhance confidence and self-esteem. Both contribute to socio-emotional growth, shaping a student's identity and relationships.”* Participant 9 however viewed, *“As a student, intrinsic motivational factors can enhance socio-emotional development by promoting self-directed learning while extrinsic factors can provide external validation and motivation.”*

According to Participant 10, *“Intrinsic motivation is all about emotional self-control or praises helps students to maintain not just their grades but also the mental health of student. While extrinsic motivational factors like monetary rewards will also improve their grades but it just motivates the students to do good because of the rewards that awaits them after that.”* This was further supported by Participant 11, *“It help me stay focused, build a little confidence and get along better with others.”* Participant 12 strong agreed and highlighted, *“This would shape me as a person and of course how would I deal the circumstances on daily basis and the way I would interact with other people.”* Participant 26 explained her point of view and claimed, *“This can contribute for me as a student to develop new skills and to know my personal interest.”* While Participant 28 and 29 also supported and addressed the statement, *“By realizing your own strengths and weaknesses you can improve yourself for the better.”* Participant 29 responded, *“Intrinsic motivation pushes me to understand myself better like what I enjoy and many more things about myself. Extrinsic motivation boosts my self-esteem and worth. Together, both can boost my overall performance in school as an SHS student.”*

Based on the responses of the participants, it is clear that both intrinsic and extrinsic motivation significantly contribute to students' socio-emotional development and academic performance. Intrinsic motivation—driven by curiosity, passion, self-awareness, and personal growth—empowers students to develop confidence, autonomy, emotional intelligence, and a genuine love for learning. Meanwhile, extrinsic motivation—such as praise, recognition, and rewards—offers encouragement, validation, and a sense of belonging that reinforces positive behaviors and academic engagement.

Many participants emphasized that the balance between intrinsic and extrinsic factors is crucial for holistic development. This balance fosters resilience, improves

decision-making, enhances well-being, and supports the development of essential life skills. While some acknowledged that extrinsic motivation can sometimes create pressure, most agreed that when appropriately used, both types of motivation complement each other in shaping a student's identity, performance, and interpersonal skills.

Ultimately, combining intrinsic and extrinsic motivation leads to well-rounded personal and academic growth, allowing students to understand themselves better, stay focused, achieve goals, and interact positively with others—core qualities needed for success both inside and outside the classroom.

D. Challenges Encountered by the Senior High School Students in Their Socio-Emotional Development

The Senior High School students in Gubat National High School faced significant socio-emotional challenges rooted predominantly in their academic experiences, specifically academic struggles and the intense pressure to perform. Beyond this, internal issues like low self-esteem and emotional repression were also highly prevalent. While social dynamics, such as alienation and miscommunication, contribute to their difficulties, these are less impactful compared to the overwhelming influence of academic demands and personal emotional management struggles.

Table 3. Challenges Encountered by the Senior High School Students in Their Socio-Emotional Development

Challenges	Sum of Ranks	Final Ranks
Academic struggles	103	1
Pressure to perform (in school work...)	108	2
Low self-esteem	121	3
Bottling up (emotional repression)	162	4
Feeling like an “outsider” (alienated)	170	5
Miscommunication with peers (classmates)	174	6
Being impulsive	178	7
Conflict with classmates	197	8
Identity confusion (adolescent identity crisis)	200	9
Heartbreak (teenage heartache)	237	10

Table 3.0 outlines the challenges encountered by Senior High School students in their socio-emotional development, ranked by their collective significance.

The most prominent challenge faced by students are Academic struggles, receiving the highest ranking of 1, with a sum of ranks of 103. This indicated that difficulties directly related to their studies are the most significant hurdle impacting their socio-emotional well-being. Closely following, Pressure to perform (in school work...) is the second most significant challenge, with a final rank of 2 and a sum of ranks of 108. This highlights the considerable stress students experience regarding their academic output.

Ranking third is Low self-esteem, with a sum of ranks of 121. This suggests that internal feelings of inadequacy or self-doubt were a notable challenge in their socio-emotional growth. Bottling up (emotional repression) follows as the fourth ranked challenge, with a sum of ranks of 162, indicating that many students struggled with expressing their emotions openly, which can negatively affect their mental and emotional health.

Mid-range challenges include Feeling like an “outsider” (alienated), ranked 5 with a sum of ranks of 170, showing that social exclusion or a sense of not belonging is a tangible issue. Miscommunication with peers (classmates) is ranked 6 with a sum of ranks of 174, highlighting difficulties in peer interactions. Being impulsive is the seventh ranked challenge, with a sum of ranks of 178, suggesting issues with self-control and thoughtful decision-making.

The challenges that appeared less frequently or are considered less impactful, yet still present, included Conflict with classmates, ranked 8 with a sum of ranks of 197. Identity confusion (adolescent identity crisis) ranked 9 with a sum of ranks of 200, indicating that while it's a known adolescent issue, it's not the most pressing challenge for these students. Finally, Heartbreak (teenage heartache) was the least significant challenge among those listed, with the lowest final rank of 10 and the highest sum of ranks of 237, suggesting that romantic disappointments, while present, were not as widely or severely impactful on the overall socio-emotional development of the group compared to other issues.

In summary, the primary challenges impacting the socio-emotional development of Senior High School students in Gubat National High School overwhelmingly academic, specifically struggles in schoolwork and the pressure to perform. Beyond academics, significant internal battles included low self-esteem and the tendency to bottle up emotions. While social difficulties like feeling alienated and miscommunication with peers were presented, more typical adolescent concerns such as identity confusion, impulsivity, and heartbreak appear less impactful on their overall socio-emotional well-being compared to the pervasive academic pressures and internal emotional struggles.

E. Program Proposal

➤ Program Title: EMPOWER Program

The EMPOWER Program is a year-long socio-emotional learning (SEL) intervention designed for Senior High School students (Grades 11–12) for implementation in School Year 2025–2026. The program aims to strengthen

students' emotional intelligence, well-being, interpersonal skills, and motivation as they face academic pressures and transition to adulthood. It supports learners in managing stress, practicing empathy, building meaningful relationships, making responsible decisions, and becoming emotionally resilient individuals.

Aligned with DepEd initiatives such as Youth Development Sessions (YDS) and the National Mental Health Program, EMPOWER expands existing efforts by providing structured modules that incorporate emotional regulation, mindfulness, personal development, open communication, well-being promotion, empathy, and resilience. Using student-centered, evidence-based strategies, it helps learners grow holistically, improving both their personal development and academic performance, while also benefiting teachers, parents, and school counselors as indirect stakeholders.

V. DISCUSSION

A. The Intrinsic and Extrinsic Motivational Factors Influencing the Socio-Emotional Development of Senior High School Students

The findings in this study resonate with Ryan and Deci's (2000) Self-Determination Theory, yet they extend the discussion by emphasizing how autonomy and relatedness interact within a public secondary school context in the Philippines. Similarly, *Diseth and Samdal (2015)* found that intrinsic motivation significantly predicted students' well-being and emotional balance among Norwegian adolescents, showing that motivation rooted in personal interest yields more stable socio-emotional outcomes across cultures. In contrast, a mixed-method study by *Han and Yin (2016)* in China demonstrated that while intrinsic motivation enhances self-esteem and empathy, excessive academic pressure can shift motivation toward extrinsic regulation, weakening emotional resilience. This comparison reinforces the current study's findings that students thrive emotionally when their learning environment satisfies autonomy and relatedness needs.

Furthermore, *Linnenbrink-Garcia et al. (2018)* argued that mastery-oriented goals promote both persistence and emotional well-being—consistent with how students at Gubat National High School exhibit mastery as a key aspect of their intrinsic motivation. However, unlike Linnenbrink-Garcia's quantitative model, which isolated affective predictors, the present qualitative findings highlighted students' self-narratives, showing that emotional meaning rather than goal structure alone drives engagement.

At Gubat National High School, both intrinsic and extrinsic motivational forces were presented and actively contributed to students' socio-emotional experiences. Observations and qualitative accounts suggested that intrinsic motivation plays a particularly influential role. Many students exhibit self-awareness, emotional regulation, interpersonal sensitivity, and a strong drive toward personal mastery—hallmarks of internally driven motivation. Extrinsic motivation, while more variable in its effects, still provides

crucial reinforcement for academic achievement, social behavior, and self-esteem through external validation and feedback.

Understanding how these motivational forms interacted was essential in supporting holistic student development. According to the Self-Determination Theory (SDT), developed by Ryan and Deci (2000), intrinsic motivation was most effectively nurtured when students' basic psychological needs for autonomy, competence, and relatedness were met—three dimensions that aligned closely with the findings at Gubat National High School.

➤ Intrinsic Motivational Factors

Intrinsic motivation manifested in how students engaged with learning for its own sake, how they seek emotional and social connection, and how they strived for competence. These motivations were crucial in developing emotional intelligence, resilience, and a positive identity, which were foundational components of socio-emotional development (Elias et al., 1997). The present findings were best explored through three interrelated dimensions: autonomy, relatedness, and mastery, in line with SDT.

➤ Autonomy

The autonomy demonstrated by students in this study mirrors findings by *Jang et al. (2016)*, who found that teacher autonomy support predicted higher engagement and emotional regulation among secondary learners. Both studies suggested that environments that promote decision-making and goal ownership enhance emotional competence. However, whereas Jang et al. relied on structural equation modeling, this study's qualitative insights reveal how autonomy is internally experienced and expressed through self-reflection and responsible choice. The integration of emotional intelligence concepts (Goleman, 1995) further strengthened the link between self-direction and emotional regulation.

At Gubat National High School, students showed an evident preference for setting their own academic goals and making thoughtful decisions regarding their learning pathways. This suggested a healthy degree of self-direction and internal goal alignment.

Additionally, their ability to regulate behavior in group settings—balancing cooperation with personal responsibility—demonstrates a mature sense of agency. Emotional intelligence was apparent in how students choose their words carefully in interactions. However, some students still reported challenges with managing emotional reactions in stressful or high-pressure environments, indicating the need for targeted socio-emotional learning (SEL) interventions to further support emotional regulation (CASEL, 2020).

Overall, the autonomy dimension revealed that many students viewed themselves as capable decision-makers and responsible individuals, characteristics that are foundational to healthy identity development during adolescence.

➤ *Relatedness*

In alignment with *Wentzel (1997)* and more recent studies by *King and McInerney (2019)*, relatedness emerged as a core driver of emotional stability and social motivation. King and McInerney's cross-cultural research in Southeast Asia found that students' sense of belonging predicted academic persistence more strongly than cognitive self-efficacy alone—supporting the current study's emphasis on social connectedness as foundational for socio-emotional development. Both studies affirm that Filipino students' collectivist cultural orientation amplifies the motivational effect of peer recognition and emotional safety in learning communities. Relatedness captured the human need to feel connected, cared for, and significant to others. Ryan and Deci (2000), said that relatedness fosters emotional safety and a sense of belonging, which were essential for intrinsic motivation to thrive. Students at Gubat National High School demonstrated a strong desire to build and maintain meaningful peer relationships. They actively engaged in social interactions, expressed enjoyment in group work, and valued praise and recognition from classmates.

These findings reflected Vygotsky's (1978) theory of social constructivism, which emphasized the centrality of social interaction in learning and development. When students perceived their efforts as emotionally impactful or meaningful to others, it boosts their sense of purpose and encouraged greater engagement. Peer affirmation, for example, plays a dual role: it validates the individual and reinforces prosocial behaviors such as collaboration, empathy, and compassion.

However, enthusiasm for group tasks can be uneven, depending on the context and dynamics of the group. This suggested that while relatedness was an important motivator, its effect was amplified when students feel truly valued and heard in collaborative settings. Cultivating a classroom climate that fosters inclusion, equity, and trust is thus essential to leveraging the full potential of relatedness as a motivator (*Wentzel, 1997*).

➤ *Mastery*

The pursuit of mastery identified in the present findings is consistent with *Dweck's (2006)* theory of growth mindset and with *Froiland and Worrell's (2016)* results showing that intrinsic mastery orientation predicts happiness and academic perseverance among high schoolers. Yet, unlike Froiland's U.S.-based quantitative survey, the current study highlights contextual nuances—such as limited resources and family expectations—that shape how mastery is expressed. Thus, the Philippine educational context presents both constraints and opportunities for sustaining intrinsic motivation.

Mastery, or the pursuit of competence and excellence, was a core element of intrinsic motivation. Students at Gubat National High School exhibited a noticeable passion for learning new concepts, solving complex problems, and engaging in hands-on, meaningful tasks. Their motivation stems not from the desired for external approval, but from the internal satisfaction of mastering a skill or creating something

valuable—hallmarks of what Dweck (2006) defined as a growth mindset.

This drive is further reflected in their curiosity and willingness to explore tasks that allowed creative expression or innovation. Students take pride in contributing work that has personal or social meaning, reinforcing the idea that intrinsic motivation was closely tied to identity and self-expression (Deci & Ryan, 1985).

Yet, a small number of students indicated difficulty in maintaining consistent study routines, suggesting that while curiosity and enthusiasm were high, self-discipline and academic persistence may require reinforcement. According to Duckworth et al. (2007), fostering "grit"—the ability to sustain effort over time despite challenges—was essential for long-term academic and emotional growth.

Educators can respond to this by integrating formative feedback, student-centered instruction, and choice-driven assessments that honor students' need for autonomy while providing the structure necessary to build perseverance.

➤ *Extrinsic Motivational Factors Influencing the Socio-Emotional Development of Senior High School Students*

Extrinsic motivation, characterized by engagement driven by external rewards or pressures rather than internal interest or satisfaction, plays a complex role in the socio-emotional development of adolescents. For Senior High School students, particularly in developing contexts like Gubat National High School, these extrinsic motivators often take the form of monetary rewards, social status, and academic recognition. While not as consistently influential as intrinsic motivation, extrinsic drivers nonetheless shape behavior, attitudes, and emotional responses in specific and meaningful ways.

The students' socio-emotional competencies (self-awareness, self-management, and social awareness) align with the Collaborative for Academic, Social, and Emotional Learning [CASEL] (2020) framework and corroborated findings by Schonert-Reichl et al. (2017) that adolescents in SEL-enriched classrooms display greater empathy and stress management. Compared with Brackett et al. (2012), who quantitatively linked SEL to reduced behavioral issues, this study extends understanding by qualitatively illustrating how self-reflection and mindfulness practices cultivate emotional regulation.

Similarly, Denham et al. (2021) emphasized that social-emotional learning success depends on cultural fit. The contextual adaptation seen in Gubat National High School reflects the collectivist Filipino emphasis on social harmony and respect, suggesting that localized SEL approaches are crucial for sustaining engagement and emotional growth.

Ryan and Deci (2000), said that extrinsic motivation can vary in its depth and effectiveness depending on how much the external regulation was internalized by the learner. Some forms, such as tangible rewards, may prompt immediate engagement but do not always foster long-term personal

growth. However, when external motivators align with a student's personal goals or values, they can still enhance learning outcomes and emotional development (Deci, Koestner, & Ryan, 2001).

B. Monetary Rewards

Monetary rewards appeared to be a clear and consistent motivational factor among students. Many express satisfactions when their academic outputs were tied to financial incentives—such as scholarships, cash prizes, or material recognition. These rewards were seen not merely as compensation but as validation of effort and achievement.

This reflected what Skinner (1953) described in his operant conditioning theory: that behavior followed by positive reinforcement was more likely to be repeated. Financial incentives, in this case, reinforce academic behaviors and can lead to repeated engagement, especially when students experienced financial limitations or value monetary recognition as a marker of success. For students from economically constrained backgrounds, such rewards may also carry symbolic significance, representing hope, opportunity, or familial pride (Slavin, 2018).

However, while effective in boosting performance in the short term, excessive reliance on monetary incentives may reduce intrinsic interest over time. Deci et al. (2001) cautioned that overuse of extrinsic rewards, particularly monetary ones, can undermine internal motivation if students begin to associate learning solely with external outcomes rather than personal growth or curiosity.

C. Social Status

The influence of social status as a motivational factor presents a more nuanced and less consistent pattern. Some students demonstrate a desire to impress peers or receive teacher praise, which suggests a socially driven orientation. Praise and public approval, especially during adolescence, can significantly influence self-concept and emotional security (Wentzel, 1997). Yet, for most students, the pursuit of popularity or public recognition—such as running for student council simply to gain visibility or status—was not a dominant motivation.

Assisting peers for the sake of being praised, rather than from genuine empathy or altruism, also appeared to be a weak motivator. This aligns with research by Eisenberg et al. (2006), who emphasized that prosocial behavior in adolescents tends to emerge more authentically from empathy and moral development than from extrinsically motivated intentions.

Additionally, sharing achievements on social media—a modern form of status signaling—was observed to be a moderate motivator. While some students may seek affirmation online, many remain reserved about publicizing their academic success. This could reflect either humility or an internal belief that achievements are personally meaningful without the need for external validation.

D. Grades and Academic Recognition

Academic performance, grades, and formal recognition are traditional extrinsic motivators within the school system. Many students expressed that their drive to achieve high marks was not necessarily rooted in enjoyment of the subject matter but was tied to external goals—such as maintaining scholarships, gaining admission to prestigious institutions, or fulfilling family expectations.

This performance orientation, while effective in driving achievement, can result in a fragile form of motivation if not accompanied by genuine engagement (Ames & Archer, 1988). Students who write exemplary papers or engage in class primarily to obtain praise or rewards may show outward signs of success while inwardly lacking interest or satisfaction. Moreover, when parental pressure is a major driver, students may experience increased stress and emotional conflict, particularly if their own interests or capacities do not align with those expectations (Grolnick & Ryan, 1989).

Interestingly, public accolades such as being asked to deliver speeches or receiving formal recognition were only moderately motivating for most students. This suggested that while external validation was appreciated, it does not significantly enhance emotional investment in learning or promote deeper socio-emotional engagement. Many students appear to prioritize private acknowledgment or tangible benefits over public honors.

E. Level of Socio-Emotional Development of the Senior High School Students

Socio-emotional development referred to the capacity of individuals to understand themselves and others, manage emotions, establish positive relationships, and make responsible decisions (CASEL, 2020). Among Senior High School students, this developmental domain was especially critical as they navigate academic demands, social transitions, identity formation, and increasing autonomy. At Gubat National High School, qualitative data suggested that students exhibited generally strong socio-emotional capacities, particularly in the areas of self-awareness, social awareness, and self-management—although some dimensions remained areas for continued growth.

➤ Self-Awareness

Self-awareness, the ability to recognize one's emotions, thoughts, and values, and understand how they influenced behavior, was notably developed among students. Many display clarity about their life goals and personal priorities. They can identify what brings them happiness and were generally articulated about their aspirations. This level of reflective capacity aligned with the concept of *metacognitive awareness*, which was critical during adolescence as it fosters purpose-driven behavior and a stable sense of identity (Zimmerman, 2002).

Students also showed a strong grasp of their strengths and areas for improvement, which supported their confidence in decision-making and goal setting. However, while they appeared to know themselves well, their trust in their

instincts—a more intuitive and self-confident form of awareness—was somewhat less consistent. This suggested a potential gap between intellectual self-knowledge and emotional self-assurance, a developmental challenge often observed in late adolescence (Steinberg, 2014). Cultivating this self-trust through mentorship, reflective journaling, or confidence-building exercises could enhance resilience and autonomous decision-making.

➤ *Social Awareness*

Students also demonstrated a high level of social awareness, which includes empathy, respect for diversity, and an understanding of social norms. Many exhibited inclusive behaviors and an ability to empathize with peers who communicated or behaved differently—an essential component of building a compassionate and collaborative learning environment (Schonert-Reichl, 2017). They were mindful of cultural and social differences within their classrooms, reflecting intercultural sensitivity and emotional intelligence.

Furthermore, students often choose their words carefully, showing sensitivity to the emotional states of others. This suggested they were attuned to the social-emotional climate of their interactions, a key factor in developing respectful relationships (Elias et al., 1997). However, while their empathy was apparent, a more moderate tendency to avoid judgment revealed that some students may still struggle with biases or quick assumptions, indicating an opportunity to integrate structured activities around *perspective-taking* and *inclusive dialogue*.

Students' inclination to promote the common good and uphold shared values indicates a pro-social orientation and civic awareness. According to Lickona (1991), this moral dimension of socio-emotional learning was vital in preparing adolescents for responsible citizenship and ethical leadership.

➤ *Self-Management*

Self-management encompassed the ability to regulate emotions, manage stress, and set and work toward personal and academic goals. Students at Gubat National High School generally showed strong coping skills and an understanding of techniques to manage anxiety, such as breathing exercises or mindfulness—practices that align with evidence-based strategies for emotional regulation (Gross, 2015).

They were also goal-oriented, recognizing that prioritization and structured planning were essential to balancing responsibilities. Importantly, many students reported setting personal boundaries to protect their mental health and enhance their academic performance. This reflected growing maturity in recognizing the need for psychological safety and work-life balance, which were often underdeveloped in adolescent populations (Suldo et al., 2009).

However, one area of continued challenge was consistent management of academic schedules. While students value planning and goal-setting, the practical application—such as keeping routines or avoiding

procrastination—proves more difficult. This was a common developmental hurdle, as adolescents were still developing executive functioning skills, including time management and self-discipline (Best, Miller, & Naglieri, 2011). Interventions such as academic coaching or peer accountability systems could provide needed support in this area.

F. The Influence of Intrinsic and Extrinsic Motivational Factors on the Socio-Emotional Development of Senior High School Students

Intrinsic and extrinsic motivational factors influenced the socio-emotional development of Senior High School (SHS) students. The findings revealed several core themes based on students' insights, which highlight the complex yet essential role motivation and self-control play in their personal and academic lives.

➤ *Self-Control as a Foundational Skill for Growth*

Participants consistently emphasized self-control as a critical component of self-development. It is described as essential for managing emotions, making rational decisions, and avoiding impulsive actions. Students identified self-control as necessary for staying focused, maintaining discipline, and pursuing long-term goals. Many acknowledged that without self-control, it would be difficult to maintain healthy relationships or perform well academically. This suggested that self-control is not only behavioral but also deeply tied to emotional awareness and maturity.

➤ *The Challenge of Developing Self-Control*

Despite recognizing its importance, most participants admitted that developing self-control was difficult. Emotional stress, distractions, social pressure, and lack of self-awareness are identified as major barriers. Some students explained that controlling impulses requires consistent effort, while others pointed out that environmental factors and personal insecurities often disrupt their ability to stay disciplined. This highlights that self-control was not innate for most but learned and strengthened through experience and self-reflection.

➤ *Manifestations of Self-Control in Daily Life*

Students demonstrated self-control by setting clear goals, managing their time, thinking before acting, and practicing mindfulness. Many associated these behaviors with increased academic performance and better emotional stability. Several students linked their ability to practice self-control to prayer or spiritual reflection, showing that for some, emotional regulation was supported by personal values or faith-based practices. This indicated that self-control is expressed differently depending on each student's personality and coping mechanisms.

➤ *Intrinsic Motivation as a Sustainable Driver*

Intrinsic motivation—such as interest in learning, personal satisfaction, and internal goals—was widely valued. Many participants described it as a lasting source of motivation that helped them stay engaged even when external rewards were absent. Intrinsic motivation was credited for fostering independence, resilience, and a deeper connection

to academic tasks. Students motivated internally expressed more enjoyment in their studies and a greater sense of purpose in their goals.

➤ *Extrinsic Motivation as an Initial or Complementary Influence*

Extrinsic motivation, including rewards, praise, or monetary incentives, was acknowledged as helpful, especially when intrinsic drive was lacking. Some students admitted they performed better when a reward was expected, while others cautioned that relying solely on external incentives could reduce the value of true learning. There was also a recognition that external motivation could foster discipline, especially in routine tasks. However, most agreed that extrinsic motivation was more effective when balanced with internal drive.

➤ *Impact of Monetary Rewards on Student Behavior*

Reactions to students who performed well for monetary rewards were mixed. Some students viewed these rewards as fair and motivating, while others worried it might promote performance for the wrong reasons. Although most participants did not condemn this behavior, they emphasized that genuine learning and self-growth should be prioritized over material rewards. This showed a general awareness among students of the difference between learning for personal growth and learning for external gain.

➤ *Recognition: A Desired but Difficult Achievement*

Recognition from others was considered important but often hard to attain. Many students reported feeling unnoticed despite their efforts, which affected their confidence and motivation. Factors such as comparison with peers, fear of judgment, and lack of affirmation from teachers or family were mentioned as barriers. In contrast, when recognition was present, it encouraged students, strengthened social bonds, and validated their hard work. This suggested that positive reinforcement played a significant role in supporting socio-emotional well-being.

➤ *Combined Influence on Socio-Emotional Development*

Both intrinsic and extrinsic motivations were found to contributed meaningfully to students' socio-emotional growth. Intrinsic motivation promoted emotional regulation, self-awareness, and long-term goal-setting. Extrinsic motivation supported discipline, boosts confidence through rewards, and strengthens a sense of belonging when students received recognition. Together, they shaped how students managed stress, engage socially, and understand themselves.

The findings highlighted that motivation and self-control were key to both academic and emotional success. Students emphasized that intrinsic motivation provides a deeper, longer-lasting engagement, while extrinsic motivation serves as a helpful complement. Self-control was viewed as the foundation that helps students act on their motivations, despite challenges. These findings confirmed existing research and suggest that supporting both types of motivation—while helping students build self-regulation skills—was essential for fostering well-rounded development

in school-aged learners (Zimmerman, 2000; Ryan & Deci, 2000).

G. Challenges Encountered by the Senior High School Students in Their Socio-Emotional Development

The socio-emotional development of Senior High School students at Gubat National High School was shaped not only by positive motivators and support systems, but also by a range of personal, academic, and social challenges. These difficulties reflected the complex realities adolescents face as they navigate the demands of school, relationships, identity formation, and emotional regulation. Qualitative data from students' experiences suggested that academic stress, emotional suppression, and self-perception issues were among the most pressing barriers to their socio-emotional well-being.

➤ *Academic Struggles and Performance Pressure*

Foremost among the challenges reported was the strain of academic performance, which emerged as the most dominant theme affecting students' emotional health. Students often feel overwhelmed by heavy workloads, tight deadlines, and the expectation to excel. These academic demands can lead to chronic stress, anxiety, and feelings of inadequacy, especially when learners perceived that their efforts were not enough to meet expectations from teachers, peers, or family.

Suldo et al. (2009), said that high-achieving students often experienced heightened levels of stress, which, if unmanaged, can deteriorate mental health and hinder academic performance itself. The pressure to succeed becomes not only an academic hurdle but an emotional burden, impacting self-esteem, motivation, and overall psychological resilience. This type of performance anxiety was particularly pronounced during adolescence, a developmental stage characterized by heightened sensitivity to achievement and external validation (Steinberg, 2014).

➤ *Internal Emotional Struggles: Low Self-Esteem and Bottling Up*

Closely following academic challenges were intrapersonal issues such as low self-esteem and emotional repression. Many students struggled with internalized feelings of worthlessness, doubt, and inadequacy. These self-critical beliefs can emerge from constant comparisons with peers or repeated failures, further exacerbating emotional instability. Adolescents with low self-esteem may be reluctant to participate in class discussions, avoid leadership opportunities, or isolate themselves from social activities—limiting both academic engagement and social growth (Orth & Robins, 2014).

Moreover, students frequently reported a tendency to bottle up their emotions. Rather than seeking help or expressing their frustrations, many preferred to internalize negative feelings. Emotional repression, while a common coping mechanism among adolescents, can lead to long-term effects such as increased anxiety, depressive symptoms, and difficulties in forming close relationships (Gross & John, 2003). These emotional silenced were often reinforced by

cultural or familial expectations to "stay strong" or "not show weakness," making it even harder for students to voice their struggles.

➤ *Social Difficulties: Alienation and Miscommunication*

While academic and emotional challenges dominated students' concerns, social difficulties also contributed to their socio-emotional struggles—though to a slightly lesser degree. Feelings of alienation or being an “outsider” were commonly reported. These students may feel disconnected from classmates, unable to relate to dominant social groups, or excluded from meaningful peer interactions. Adolescents experiencing social alienation often described school as an isolating environment, which can negatively impact their sense of belonging and overall motivation (Wentzel & Wigfield, 2009).

Similarly, miscommunication with peers was identified as a persistent, though less severe, barrier. Peer relationships in adolescence were central to identity formation and emotional support (Brown & Larson, 2009), and when these interactions break down due to misunderstanding or lack of empathy, students may withdraw socially or react with defensiveness, further deepening emotional distance.

➤ *Lesser, Yet Notable Adolescent Challenges*

Other challenges, such as impulsivity, identity confusion, and romantic heartbreak, were acknowledged by students but were generally seen as less impactful on their daily emotional functioning. Impulsivity, while developmentally typical during adolescence due to ongoing brain maturation (particularly in the prefrontal cortex), can occasionally lead to conflict or regret in social or academic settings (Casey, Jones, & Somerville, 2011).

Identity confusion, a well-documented developmental feature of adolescence as per Erikson's theory of psychosocial development (Erikson, 1968), was acknowledged but not consistently reported as a primary concern. This may suggest that while students were indeed exploring their identities, they do not necessarily perceive this process as distressing, or they may be receiving adequate support through peers or teachers.

Interestingly, romantic heartbreak, a common emotional experience during teenage years, was identified as the least pressing challenge. Although emotionally intense for some, many students appear to be more concerned with academic and internal self-management issues than with romantic disappointments. This reflected a growing prioritization of academic goals over personal relationships, or a resilient attitude in the face of such emotional events.

H. Proposed Innovative Intervention for the Development of Socio-Emotional Development of the Senior High School Students

The findings of the study revealed clear evidence that both intrinsic and extrinsic motivational factors, along with strong self-control and emotional regulation, were crucial in shaping students' socio-emotional development. These insights directly informed the design of the EMPOWER

Program, which addresses key developmental needs through structured, student-centered activities.

One of the strongest themes from the data was the importance of self-control. Students repeatedly identified self-control as essential for managing emotions, making sound decisions, and maintaining focus amid distractions and stress (Participant data). This aligned with existing research, which identified self-control as a key predictor of academic success and emotional well-being (Tangney, Baumeister, & Boone, 2004). However, students also acknowledged the difficulty in developing self-control, citing emotional stress, lack of self-awareness, and environmental triggers. This highlights the need for structured interventions that help students build regulation skills over time—a central aim of the “Mindful Mondays” and “Challenge & Cheer” components of EMPOWER.

Another significant finding was the complementary role of intrinsic and extrinsic motivation. Students described intrinsic motivation (e.g., learning for personal satisfaction) as more sustainable and fulfilling, while extrinsic motivation (e.g., monetary rewards or recognition) was helpful in maintaining effort in the short term (Deci & Ryan, 1985; Ryan & Deci, 2000). This supports the EMPOWER program's dual approach—balancing internal growth with positive reinforcement. Modules such as Project YOU and Growth Badges under Challenge & Cheer are grounded in this theory, fostering goal-setting and reflective achievement while providing recognition for growth.

Additionally, students emphasized the value of recognition but noted it is often difficult to earn, particularly when they feel overlooked or judged by rigid standards (Participant 5; Participant 21). This mirrors findings from socio-emotional learning literature, where students' self-esteem and engagement improve significantly when recognition is frequent, inclusive, and specific (Wentzel, 1999). EMPOWER addresses this need through peer-based systems like Talk Circles, Peer Mentoring, and the Creative Growth Exhibit, which provide both formal and informal platforms for student acknowledgment.

Moreover, students linked both types of motivation to emotional resilience, identity formation, and social connectedness. Intrinsic motivation was associated with deeper engagement and better emotional regulation, while extrinsic rewards provided validation and boosted confidence, especially for students struggling with internal motivation. These findings echo Deci et al.'s (1999) work, which argued that when extrinsic motivators are integrated in a way that supports autonomy, they can reinforce intrinsic goals rather than undermine them.

The socio-emotional benefits outlined by students—such as increased self-awareness, empathy, and emotional balance—are core competencies defined in established SEL frameworks (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). The EMPOWER Program operationalizes these competencies through structured weekly activities, creative expression outlets, and

support systems for students and families, creating a sustainable culture of emotional literacy and resilience.

Lastly, students identified gaps in recognition and emotional support at home and in school. This justifies EMPOWER's inclusion of Parent and Teacher Engagement components, aligned with studies emphasizing the importance of adult modeling and environmental consistency in SEL development (Brackett et al., 2012).

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that intrinsic motivation-driven by autonomy, relatedness and mastery played a more significant role in the socio-emotional development of SHS students at Gubat National High School, while extrinsic factors offered complementary support. Senior High School students demonstrate high socio-emotional skills on self-awareness, social awareness and self-management supported by both intrinsic and extrinsic motivation. Both intrinsic and extrinsic motivation are essential to the socio-emotional development of Senior High School students. Senior High School students encountered socio-emotional challenges mainly due to academic pressure and emotional struggles like low self-esteem and repression. The EMPOWER Program is a year-long initiative that enhance SHS students' socio-emotional skills through structured weekly and monthly activities.

Based on the findings and conclusions, the following recommendations are given (1) Prioritize the development of intrinsic motivation among SHS students while using extrinsic rewards strategically to reinforced positive behavior and engagement through various/ diverse school activities.(2) Strengthen programs that enhanced self-awareness, emotional regulation, and self-trust to build on students' socio-emotional strengths and address areas for growth by implementing inter-organizational activities. (3) Adopt a balanced motivational approach that integrates both intrinsic and extrinsic factors to promote holistic well-being, resilience, and academic success through fostering curiosity and self-directed learning, providing recognition and rewards for achievements, encouraging goal-setting and personal growth, offering mentorship and guidance, and creating a supportive learning environment that values both effort and accomplishment. (4) Provide targeted support systems that address academic pressures and internal emotional struggles, which are the primary socio-emotional challenges encountered by Senior High School students—such as managing heavy academic workloads, coping with performance anxiety, dealing with low self-esteem, navigating peer pressure, and balancing personal responsibilities with school demands—through the implementation of structured counseling programs, peer mentoring initiatives, stress management workshops, and academic guidance interventions that foster resilience, emotional regulation, and motivation among learners. (5) Implement the EMPOWER Program school-wide to deliver consistent, structured activities that develop students' emotional skills, motivation, and overall well-being.

REFERENCES

- [1]. Adamma, Onyekwere Nonye, et. al., (2018). *Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics*. Journal on Mathematics Education. Vol. 2, Iss: 2, pp 52-59
- [2]. Allen, C. C., & Glazer, P. L. (2017). How college students understand their self-control development: A qualitative analysis. *Journal of College and Character*, 18(3), 165–181. <https://doi.org/10.1080/2194587X.2017.1338580>
- [3]. Alley, K. (2019). *Fostering middle school students' autonomy to support motivation and engagement*. Retrieved from Taylor and Francis: https://www.tandfonline.com/doi/abs/10.1080/00940771.2019.1603801?casa_token=D4O_FPETS7kAAAAA:eU8I2W7IZql5M5Yc-ABXeaAFQkmYDEGtJltgyJqrtG5pRb8AYP1Rhp5DdxCqHrjAfRjQcvoW65zrLnE
- [4]. Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260–267.
- [5]. Barkley, E., & Major, C. (2020). *Student engagement techniques: A handbook for college faculty*. Retrieved from Google Books: https://books.google.com/books?hl=en&lr=&id=6kfZDwAAQBAJ&oi=fnd&pg=PR12&dq=Student+Engagement+and+Motivation+in+Literacy+Programs+&ots=5CLTAxLt-&sig=MBaO63dbHxAYtEqJGEL9_xTCM4
- [6]. Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351–355.
- [7]. Best, J. R., Miller, P. H., & Naglieri, J. A. (2011). Relations between executive function and academic achievement from ages 5 to 17 in a large, representative national sample. *Learning and Individual Differences*, 21(4), 327–336.
- [8]. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (Vol. 2, pp. 74–103). Wiley.
- [9]. CASEL. (2020). *Framework for social and emotional learning*. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/wp-content/uploads/2020/12/CASEL-Framework-2020.pdf>
- [10]. CASEL. (2020). What is SEL?. Collaborative for Academic, Social, and Emotional Learning. Retrieved from <https://casel.org/what-is-sel/>
- [11]. Casey, B. J., Jones, R. M., & Somerville, L. H. (2011). Braking and accelerating of the adolescent brain. *Journal of Research on Adolescence*, 21(1), 21–33.
- [12]. Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research*, 71(1), 1–27.
- [13]. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer. <https://doi.org/10.1007/978-1-4899-2271-7>

- [14]. Delfino, A. (2019). *Student engagement and academic performance of students of Partido State University*. Retrieved from ERIC: <https://eric.ed.gov/?id=EJ1222588>
- [15]. Duckworth, A. L. (2016). *Grit: The power of passion and perseverance*. Scribner.
- [16]. Đurišić, Maša & Bunijevac, Mila. (2017). Parental Involvement as a Important Factor for Successful Education. Center for Educational Policy Studies Journal. 7. 137-153. 10.26529/cepsj.291.
- [17]. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- [18]. Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006). Prosocial development. In N. Eisenberg (Ed.), *Handbook of child psychology: Social, emotional, and personality development* (6th ed., Vol. 3, pp. 646–718). Wiley.
- [19]. Elias, M. J., Zins, J. E., Weissberg, R. P., et al. (1997). *Promoting social and emotional learning: Guidelines for educators*. ASCD.
- [20]. Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.
- [21]. Farghaly, Amira (2012). A Glimpse at Student Motivation. Journal Article•10.21608/SCUMJ.2012.54679
- [22]. Fredricks, J., Reschly, A., & Christenson, S. (2019). *Interventions for student engagement: Overview and state of the field*. Retrieved from Elsevier: <https://www.sciencedirect.com/science/article/pii/B9780128134139000012>
- [23]. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- [24]. Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, 81(2), 143–154.
- [25]. Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362.
- [26]. Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26.
- [27]. Khalid, M., Ali, H., & Hussain, B. (2024). Examining the perceived self-control and self-management skills of university students: A sectoral and disciplinary analysis. *Review of Applied Management and Social Sciences*, 7(4), 1–14. <https://doi.org/10.47067/ramss.v7i4.374>
- [28]. Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28(1), 129–137.
- [29]. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- [30]. Martin, Hector, Sorhaindo Christelle, (2019). A comparison of intrinsic and extrinsic motivational factors as predictors of civil engineering students 'academic success. International Journal of Engineering Education. Journal Article
- [31]. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
- [32]. Moffitt, T. E., et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693–2698.
- [33]. Newman, S., & Latifi, A. (2021). *Vygotsky, education, and teacher education*. Retrieved from Taylor and Francis: https://www.tandfonline.com/doi/abs/10.1080/02607476.2020.1831375?casa_token=8w3TivzHU1sAAAAA:tGHY7sbdK-OKy7fAZARyWTbTjo2XhszQ-ibDEwladRw6Grmx5PcI7iLVVIBoY4_F_bSR13iG1y8WAXA
- [34]. Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom. *Theory and Research in Education*, 7(2), 133–144.
- [35]. Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, 23(5), 381–387.
- [36]. Potier, K., & Givens, H. (2023). *Synthesizing Vygotsky's sociocultural theory and deaf pedagogy framework toward deaf education reform: Perspectives from teachers of the deaf*. Retrieved from MUSE JHU: https://muse.jhu.edu/pub/18/article/904169/summary?casa_token=7xqVmsFQAI8AAAAA:vCEfPSrvtsdT3-ARYS-9Z-JUWpESI2g9_q7Y2aovMQI-FbRgB23IKOjfQIXet9bGSa95o7cpmx88
- [37]. Radinger, T., & Boeskens, L. (2021). *More time at school: Lessons from case studies and research on extended school days*. Retrieved from OECD: https://www.oecd-ilibrary.org/education/more-time-at-school_1f50c70d-en
- [38]. Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Wiley.
- [39]. Reschly, A., & Christenson, S. (2022). *Handbook of research on student engagement*. Retrieved from Springer: <https://link.springer.com/content/pdf/10.1007/978-3-031-07853-8.pdf>
- [40]. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- [41]. Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The Future of Children*, 27(1), 137–155.
- [42]. Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.
- [43]. Shahzad, Muhammad & Abdullah, Farooq & Fatima, Sammer & Riaz, Farhan & Mehmood, Shazia. (2020). IMPACTS OF PARENTAL SUPPORT ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ISLAMABAD. 1. 228-231.
- [44]. Skinner, B. F. (1953). *Science and human behavior*. Macmillan.
- [45]. Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

- [46]. Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.
- [47]. Suldo, S. M., Shaunessy, E., & Hardesty, R. (2009). Relationships among stress, coping, and mental health in high-achieving high school students. *Psychology in the Schools*, 46(10), 913–930.
- [48]. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- [49]. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [50]. Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411–419.
- [51]. Wentzel, K. R., & Wigfield, A. (2009). Academic and social motivational influences on students' academic performance. *Educational Psychology Review*, 21(1), 1–22.
- [52]. Yu, Z., Gao, M., & Wang, L. (2021). *The effect of educational games on learning outcomes, student motivation, engagement and satisfaction*. Retrieved from Sage Pub Journals: <https://journals.sagepub.com/doi/abs/10.1177/0735633120969214>
- [53]. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.
- [54]. Zhang, Z., & Hyland, K. (2022). *Fostering student engagement with feedback: An integrated approach*. Retrieved from Elsevier: https://www.sciencedirect.com/science/article/pii/S1075293521000751?casa_token=IjC0mlQMqvUAAAAA:Nr8QIWKK9HPItodbp7LZjk5JsK8YOawmW6yIDsoLkfJwQh7oxxm77C-QjYdxn-9MbQm26CAF_JIb
- [55]. Zhou, Ming. (2023). Significance of Assessment in Learning: The Role of Educational Assessment Tools. *Science Insights Education Frontiers*. 18. 2881-2883. 10.15354/sief.23.co215.
- [56]. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.