Motivation, Competence, and Challenges of Grade 12 Students in Community Engagement, Solidarity, and Citizenship

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ABSTRACT. Community Engagement, Solidarity, and Citizenship (CSC) is a specialized subject that encourages students to participate and contribute to the community, build relationships with diverse backgrounds, and assume civic and social responsibilities. Proficiency assessments in this discipline are necessary to check the learner's acquisition of competencies. Hence, this study assessed the students' motivation and competence in CSC. Likewise, it identified the challenges encountered in learning the subject. Using a quantitative design, validated and reliability-tested questionnaires and checklists were administered to a total enumeration of 31 students. Data analysis employed frequency count, percentage, rank, mean, and standard deviation. Generally, the students showed a very high motivation and a proficient level of competence in CSC. Meanwhile, they were challenged in terms of teacher instruction that is out of their specialization, inadequate feedback for students' learning, poor management in accomplishing the tasks, limited funding and facilities, little allocation of time per topic, and limited number of linkages for community engagement activities. The identified results and challenges are the basis for formulating the CSC Primer for implementing and improving transformative learning education through community engagement activities.

1.0 Introduction

Community Engagement, Solidarity, and Citizenship (CSC) is a specialized subject that seeks to integrate experiential activities into the learning process, allowing students to actively engage in their communities and address social issues (Tamban et al., 2020; Mori, 2022). Additionally, this holistic approach to education inspires them to envision new possibilities with a sense of citizenship and solidarity, making them active contributors to the betterment of the community (Ellison, 2013). Meanwhile, in Asian countries, students are more inclined to participate in community outreach activities, leading to a very high awareness level and motivation (Suresan et al., 2019; Calimpos et al., 2023). Specifically, a study conducted in a Catholic University indicates that Humanities and Social Sciences (HUMSS) courses at the tertiary level actively engage with the local community, serving as their primary source of inspiration. The disciplines and skills within the academic units encourage learners to translate the theories and concepts they study into tangible real-world actions (Abenir et al., 2020). Thus, community engagement and motivation are critical in improving student outcomes (Calimpos et al., 2023; Beboso & Bual, 2022).

When the Enhanced Basic Education Act of 2013 (RA 10533) was enacted into law, a specialized subject such as CSC incorporates experiential learning to help students apply their knowledge to community initiatives, enhance communication skills, and foster community relationships (Department of Education [DepEd], 2019). However, it persists in the Philippines that traditional educational institutions in high school settings limit the opportunities for learners to apply their knowledge and skills through the integration of service learning (Mori, 2022). Schools prioritize learners' reading, writing, and computing abilities and are constrained by various issues such as limited funding and resources, inadequate access to technology and transportation, and restricted educational opportunities (Bual & Madrigal, 2021; Bual & Madrigal, 2018; Banusing & Bual, 2021; Petalla & Madrigal, 2017). These constraints inhibit learners from participating in community action and pose challenges in committing to additional activities (Alip, 2022; Magno, 2022; Tamban et al., 2020).

In Negros Occidental, an Augustinian school where this study is to be conducted, aims to foster unity, truth, and charity in classroom instructions, curriculum, pedagogy, and activities for the

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communities in the pursuit of success and intentional community life. Community engagement programs like service training, feeding program donation-drive, tree-planting, and immersion programs are organized by school organizations and departments to encourage active volunteerism and participation of the students. However, it was found that there is still a need to enrich the curricular experience and sustain community extension services by integrating service-learning pedagogy and approach in community engagement programs. The need to establish a sustainable partnership and engage with the community is also seen. Hence, it revealed the need for pedagogical improvements aligning with community initiatives since challenges like time constraints, lack of avenues and teachers' civic engagement training, pandemic-related limitations, funding issues, and limited networking were identified (Magno, 2022).

Several studies on students' community engagement were conducted: correlation of community engagement and student achievement (Rudo & Dimock, 2017), the benefits of students and teachers' community participation in improving classroom instruction (Wang & Wang, 2016), and the necessity of maintaining consistency in conducting community engagement among students (Tamban et al., 2020). However, limited literature deals mainly with the motivation and competence of HUMSS students in CSC in the Philippines, especially in the Catholic school setting. This is the gap that this study would like to fill in.

Thus, this study assessed the intrinsic and extrinsic motivation of HUMSS students in CSC in an Augustinian school during 2022-2023. Also, it determined their competence in CSC in concept and perspectives of community, community action, core values and principles of community action initiative, methodologies and approaches of community actions, involvement across disciplines, and community action initiatives. Likewise, it identified their challenges in learning the subject. Significantly, the findings may serve as a basis for formulating a proposed CSC primer for the continuous improvement of the instruction.

2.0. Framework of the Study

The study theorized that the students' motivation, competence, and challenges determine their active involvement in activities. Both intrinsic and extrinsic factors play crucial roles in their CSC engagement and their responses to challenges. This assumption was anchored on Deci and Ryan's (2016) self-determination theory, highlighting the significance of motivation in education. Intrinsic motivation leads students to approach assessments with enthusiasm and curiosity, while extrinsic

motivation drives them toward awards or recognition. Students who perceive themselves as competent tend to be more motivated, engaged, and successful academically. Moreover, this theory acknowledges that the students' challenges contribute to their learning. Addressing these challenges is essential in enhancing the students' experiential learning. In this study, their motivation can be viewed through this theory. This theory provides a valuable framework for studying motivation, competence levels, and challenges HUMSS students face in CSC. Educators can use these insights to design assessments that enhance student motivation and align it with their perceived competence, fostering meaningful learning experiences.

3.0. Methodology

The study utilized a quantitative research design, particularly the descriptive approach. The design used a systematic and structured method of collecting and analyzing numerical data to describe and summarize the characteristics of a particular population or phenomenon, including its frequency, distribution, and trends (Creswell & Creswell, 2017). In this study, the approach supplemented the analysis to statistically describe the students' motivation, competence, and the challenges encountered in CSC. The respondents were limited to the total enumeration of 31 HUMSS students under CSC in an Augustinian school in Negros Occidental. It is also limited to the demographic variables, wherein other characteristics of the participants have not yet been investigated.

Hence, in assessing the motivation, a validated and reliability-tested researcher-made questionnaire was utilized. The questionnaire had 24 items spread across two areas: intrinsic and extrinsic. Regarding the validity, it yielded a Content Validity Ratio (CVR) of 0.92. For reliability, it was pilot-tested and yielded a reliable Cronbach's Alpha score of 0.81 for intrinsic and 0.73 for extrinsic motivation. It was responded using very high to very low scale.

Meanwhile, competence was measured through competency-based assessments with rubrics. Four assessments corresponded to the competencies being measured and are the following: community brochure (concept and perspectives of community), reflective essay (community action), community poster (core values and principles of community action initiatives), and community-action initiative plan (methodologies and approaches of community actions, involvement across disciplines, and community action initiatives). The rubrics were validated and yielded a valid score of 0.92. The inter-raters rated the competency-based assessments based on the rubrics utilizing the scale from beginning to exceptional ratings. For challenges, it employed a checklist. Data analysis used mean,

standard deviation, frequency count, percentage distribution, and rank. Lastly, this paper adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines addressing respect for persons, beneficence, and justice to ensure the paper's ethical soundness.

4.0. Results and Discussion

Motivation of HUMSS Students in CSC

Motivation in CSC is reflected in the student's disposition to learn the subject and actively participate in community engagements (Abenir et al., 2020). Table 1 presents the HUMSS students' motivation in CSC. Generally, they have a very high motivation (M=3.61, SD=0.56). Specifically, they have very high intrinsic (M=3.65, SD=0.33) and extrinsic motivations (M=3.54, SD=0.42).

The overall very high result indicates that the students in an Augustinian school demonstrate an exceptional inclination to study and acquire CSC learning competencies. The inclination was affected by the shared culture and integrated values of Augustinian education, emphasizing holistic formation. Particularly, the strong influence of Augustinian spirituality that centers around unity (*Unitas*), truth (*Veritas*), and love (*Caritas)* inspires the students to apply the acquired cultural norms and develop a community-based perspective, which influences their motivation to actively engage in school programs, related to civic participation (Ossai, 2019). Promoting community service and social responsibility has created ideals that motivate them to be agents of change, exemplifying the Augustinian spirit of service and enhancing the legacy of an active and caring Augustinian community (Zagarella, 2020). With the school's intention to continuously promote holistic education, it contributes to nurturing Augustinian formation and enhancing the transformative learning experience within the community through the integration of core values (Barbas et al., 2023). Also, it has met the students' needs while fostering shared values and a sense of belonging (Ryoo & Winkelmann, 2021).

Interestingly, their motivation to learn the subject and engage in the activities is driven by internal factors. Students intrinsically wanted to develop their ability to understand and connect with the community as they see it as an opportunity to help marginalized individuals and communities and create a meaningful positive social impact. With this,

HUMSS students put a premium on enhancing their learning experiences. Hence, the results suggest their desire to improve sustained learning and academic performance (Javed et al., 2022). It also signifies that community engagement and pedagogical activities are gaining traction in education circles (Gelmon et al., 2018). As the intended curriculum for HUMSS aims to produce critical thinkers and socially responsible and globally aware member citizens (Estrera, 2020), the school aligns with its vision and mission and continuously develops learning activities and programs that focus on integrating core values. Hence, by implementing CSC learning assessments, students honed their problem-solving skills, fostering independence and responsibility. Also, it drives their participation in community engagement and academic improvement (Mucedola, 2018). Froiland and Worrell (2016) believed that strengthening social skills and belongingness can impact relationships within the community. The influence of their intrinsic motivation enhances their success in learning the CSC and contributes to a dynamic educational environment (Lai, 2011).

Meanwhile, externally motivated students rely on external factors to motivate them to engage with the subject. They recognize the importance of learning the course to meet competency-based assessments and performance tasks, which are crucial for passing the subject and avoiding negative outcomes like failing or disappointing others (Deci & Ryan, 2016). Additionally, they have realized that learning the subject comes with an opportunity to immerse in a new community that will further provide them with additional experience for their academic pursuits. With this, the students perceive it as their social responsibility to participate in activities related to the course goal. These activities offer opportunities for social networking and establishing partnerships within the community (Lai, 2011).

Competence of HUMSS Students in CSC

The implementation of the Senior High School (SHS) program has come to develop competency-based assessments for students to develop their critical thinking skills, social responsibility, and engagement in learning CSC. Table 2 presents the students' competence in CSC. Generally, their competence level (M=3.10, SD=0.94) was rated proficient. Specifically, their concepts and perspectives of community through community brochures (M=2.88, SD=1.24), community action through reflective essays (M=3.24, SD=0.78), core values and principles of community action initiative through community posters (M=3.29, SD=0.78), and involvement across disciplines and

Table 1. *Motivation of HUMMS Students in CSC*

Variable	M	SD	Interpretation
Intrinsic	3.65	0.33	Very High
Extrinsic	3.54	0.42	Very High
Whole	*3.61*	*0.56*	*Very High*

community-action initiatives through a community action initiative plan (M=3.07, SD=0.93) were rated proficient.

The results reveal that the students have a solid understanding and ability to apply the learning competencies in their CSC assessments. However, it found the need to strengthen the implementation of experiential learning to fully achieve the level of competencies. Hence, educators should strengthen the assessment process and clarify expectations to enhance learning competencies (Ghaffar et al., 2020). Adriano and Santos (2019), Estrera (2020), and Diaz et al. (2024) emphasized that the students' heavy workload and limited time for learning competencies can pose challenges. However, it has been found that there is a need to enhance instruction delivery, assessments, curriculum, and school programs that can motivate students in the HUMSS programs to participate in community engagement activities and apply their learning to real-world situations (Leonares, 2019).

For community brochures, students have shown a solid understanding and ability to apply the competencies associated with the concepts and perspectives of the community. However, it only implies the need to strengthen their understanding of the different typologies of communities, analyze their functions in social, economic, political, and cultural roles, and how to provide possible actions that will contribute to the community advocating sustainable practices or initiatives. Brochures serve as an effective medium for communication, capturing the attention of an audience and prompting action (Pennisi et al., 2011). Sumira et al. (2020) suggest conducting thorough observations and interviews in the field, emphasizing real experiences that can help students apply their knowledge to real-life scenarios, enhancing academic and practical development (Revelle et al., 2020; Petalla & Doromal, 2021).

For the reflective essay assessment, the results indicate that students have also shown a solid understanding and the ability to apply the competencies aligned with community action. Students still need to develop how the impact of solidarity in the sociopolitical process can affect the community. Also, there is a need to classify the areas of improvement and recommend future initiatives by applying the data and evidence to support the assessment. Self-reflection has been used as a course evaluation form (Gebremariam & Asgede, 2023). In competency-based assessment for community action, reflective essays require critical thinking skills to analyze experiences, connect them to personal growth and ethical development, and express them through writing (Medina et al., 2020). However, they struggle with providing evidence to support the claims.

Limitations in the educational setting, especially in the Philippines, necessitate promoting experiential learning for better community action awareness (Mori, 2022).

Regarding the community poster, the results showed that students displayed a solid understanding and ability to apply the competencies aligned with the core values and principles of community-action initiatives. Creating a poster is an efficient and fair method that promotes active engagement and meaningful learning with others (Ross et al., 2019). Students gain experience identifying credible information sources and enhancing creativity and digital literacy (Suryaningsih et al., 2023). However, they need to better understand the essence of the core values and the integration of community action principles to improve inquiry and critical analysis skills (MacIntosh-Murray, 2007).

Lastly, the results indicate that students have shown a solid understanding and ability to apply the competencies associated with the approaches of community actions, involvement across disciplines, and community action initiatives. Students still need to develop the process of identifying and analyzing the needs of the community through a plan. Creating a community-action initiative plan aims to provide an integrative experience for HUMSS students as required in the subject. The plan intends to foster Grade 12 HUMSS students' sense of shared identity and altruistic effort to help attain the common good of the community (Deslate & Sison, 2019). However, there has been a need to develop their knowledge in interpreting collected data and how it can be used for community studies.

With all the factors that affect the students' learning competencies, the delivery of instruction, assessments, systematized curriculum, and implementation of various school programs are critical in providing a learning experience for students under the HUMSS program. Once all these factors are met, students may be more motivated to engage in and demonstrate competence in community engagement activities and apply what they have learned to real-world situations.

Students' Challenges in Learning CSC

Table 3 presents the students' challenges in learning CSC in an Augustinian school in terms of teachers, students, learning environment, facilities, resources, subject matter, community extension, linkages, and network areas. In teachers, the students see that the instruction is out of the teacher's specialization (f=6, 19.4%) and feedback is inadequately supplied for students' learning (f=6, 19.4%). Regarding the students, they are challenged with poor management in accomplishing the tasks (f=16, 51.6%). Compared

Table 2. *Competence of HUMSS Students in CSC*

Community Brochure	M	SD	Int
Identify communities that embody different perspectives, like neighborhoods, religious groups, workplaces, non-governmental organizations, or social movements.	3.27	1.03	Pr
Describe the community dynamics and action's relevance to applied social sciences like sociology, anthropology, psychology, public health, social work, etc.	2.87	1.41	Pr
Distinguish a sample from different community typologies, like urban, rural, suburban, indigenous, virtual, intentional, or marginalized.	2.87	1.19	Pr
Analyze the community's function in its social, economic, political, and cultural roles, such as providing support, generating innovation, shaping policies, or preserving traditions.	2.80	1.32	Pr
Present possible actions that contribute to the community's well-being and improvement, like advocating social justice, using sustainable practices, or supporting local initiatives.	2.60	1.30	De
Total	*2.88*	*1.24*	*Pr*

Note: *De (Developing); Pr (Proficient)*

Reflective Essay	M	SD	Int
Explain the benefits of community action in promoting positive change.	3.60	0.51	Ad
Identify ways of collaboration with others to address community issues.	3.53	0.52	Ad
Describe the impact of personal actions on the community and vice versa.	3.40	0.63	Pr
Reflect on personal experiences and how they relate to community issues.	3.33	0.72	Pr
Classify improvement areas and recommend for future community action initiatives.	3.20	0.77	Pr
Recognize the solidarity's impact in sociopolitical processes on the community and the importance of addressing systemic issues.	3.00	0.53	Pr
Apply data and evidence to support assessment and recommendations.	2.40	1.06	De
Total	*3.24*	*0.78*	*Pr*

Note: *De (Developing); Pr (Proficient); Ad (Advanced)*

Community Poster	M	SD	Int
Articulate the key core values of community action initiatives	3.80	0.56	Ad
Identify personal strengths and weaknesses in promoting participatory development.	3.27	0.88	Pr
Analyze empowerment and advocacy strategies for community action initiatives	3.27	0.80	Pr
Describe the basic human rights that should be protected and promoted in communities.	3.07	0.80	Pr
Analyze the inequalities' impact on community development and well-being	3.07	0.70	Pr
Total	*3.29*	*0.78*	*Pr*

Note: *Pr (Proficient); Ad (Advanced)*

Community-Action Initiative Plan	M	SD	Int
Reflect and analyze the overall experience of implementing community action initiatives, including the challenges, successes, and lessons learned.	3.67	1.29	Ad
Analyze and interpret the collected data from a community study using research methods	3.33	1.29	Pr
Evaluate the progress and impact of community action initiatives and make adjustments.	3.33	0.49	Pr
Explain the relevance of social sciences in understanding and addressing community issues.	3.33	0.49	Pr
Demonstrate awareness of the social, economic, and political factors influencing community action initiatives.	3.33	0.49	Pr
Identify the different processes and methodologies used in community action, like needs assessments, stakeholder analysis, and social network analysis.	3.00	0.85	Pr
Engage collaboratively with stakeholders to implement community action initiatives.	3.00	0.85	Pr
Demonstrates effective communication, leadership, and decision-making skills in implementing community action initiatives.	3.00	0.85	Pr
Articulate and communicate the key findings, recommendations, and implications of the community action initiatives to diverse audiences.	3.00	0.85	Pr
Presents the ability to connect the various aspects of community action initiatives, like social science theories, community needs, and stakeholder engagement.	3.00	0.85	Pr
Demonstrate understanding of the ethical and cultural considerations in applying social sciences in community action initiatives.	3.00	0.85	Pr
Demonstrate critical assessment of community action initiatives' impact and effectiveness	3.00	0.85	Pr
Analyze the community's needs and problems and develop strategies to address them.	2.67	0.49	Pr
Recognize sampling techniques and data collection methods for community studies.	2.67	1.29	Pr
Engage community members in planning and incorporating their ideas and perspectives	2.67	1.29	Pr
Total	*3.07*	*0.93*	*Pr*
Overall	*3.10*	*0.94*	*Pr*

Note :*Pr (Proficient); Ad (Advanced)*

to the learning environment, facilities, and resources, the top challenges are the limited funding (f=21, 67.7%) and insufficient facilities like transportation and technology equipment for instruction and community engagement activities (f=19, 61.3 %). About the subject matter, the students perceived that the time given per topic was too short (f=14, 45.2%). Lastly, regarding community extension, linkages, and networks, the school has limited potential linkages for community engagement activities (f=15, 48.4%).

The results indicate that the students perceive the instruction outside the teacher's specialization in teacher-related issues. Student perception of the instructional quality was based on the alignment of the teacher's expertise. Abella et al. (2021) highlighted the challenges non-social science majors face teaching social science subjects at the senior high school level. One significant challenge is the difficulty non-social science majors encounter in implementing effective teaching pedagogy (Branzuela et al., 2023; Rios et al., 2024; Montelibano et al., 2024). In Arendain and Limpot (2022), those teachers teaching outside their expertise struggle to select appropriate teaching methods. To address this challenge, it is recommended that professional development programs that emphasize new methods and concepts related to teaching social sciences be continuously conducted.

Additionally, one challenge teachers encounter is providing feedback for students' learning. Every student has diverse abilities; however, the teacher has limited time to provide detailed student feedback. Providing effective feedback enhances the performance of the students (Shute, 2008). However, the teachers face challenges in providing effective feedback due to heavy workloads in handling large classes and time constraints brought by various school activities that limit the ability to provide personalized feedback (Paris, 2022; Jorilla et al., 2021). Consequently, it is significant to develop a strategic feedback plan incorporating peer and self-feedback methods that can enhance students' learning experiences (Ion et al., 2019).

Regarding student-related issues, they are challenged by poor management, affecting their academic performance. Students struggle to allocate their time effectively between academics and extra-curricular activities. This situation may be attributed to several factors, including time and workload management (Adams & Blair, 2019). Nasrullah and Khan (2015) believe that students can unlikely acquire proficient time management skills without effective learning strategies. Hence, it implies that students' time management behaviors influence their academic performance, potentially posing a significant challenge in achieving their goals (Castillo et al., 2023).

The primary challenges in a learning environment, facilities, and resource issues revolve around limited funding and insufficient facilities, including transportation and technology equipment for instruction and community engagement. Limited resources and facilities can make learning unengaging and offer limited learning opportunities. HUMSS students consistently face problems of inadequate funds and facilities like free transportation and high-tech technology. Inadequate funding poses a significant barrier to effective community engagement. This challenge can impede development (Medina et al., 2020). It underscores the critical need for financial resources to create awareness and promote community development. Barrett et al. (2019) emphasized investing in infrastructure, transportation, technology, and other essential resources to establish an optimal learning environment. These investments directly affect the overall quality of education and the successful implementation of community engagement activities. Furthermore, these play a crucial role in facilitating the practical application and transfer of knowledge and skills gained by students during their field experiences.

Concerning the subject, the results indicate that students perceive the time allocated per topic is too short. Students vary in paces of comprehension. Some may grasp the concepts quickly, while others need more time. The lack of class time poses a common instructional challenge for educators implementing active learning, given the extensive material that must be covered (Shadle et al., 2017). Several factors contribute to this outcome. One factor is the necessity to address specific learning competencies outlined in the curriculum guides (DepEd, 2019). The Philippine basic education curriculum is competency-based, learner-centered, inclusive, developmentally relevant, and proper education. However, due to the diversity and number of SHS subjects, each course is allotted 80 hours per semester (Peniero & Toshihiko, 2020). Unfortunately, the activities associated with each subject and class suspensions during 2022-2023 have led to a rushed learning experience, potentially affecting students' depth of understanding and retention of the material.

Lastly, in community extension, linkages, and networks, the school has limited linkages for community engagement activities. HUMSS students need to apply their theoretical knowledge to real-world experiences. It has been seen that the school needs to strengthen its approach to building collaborations with other sectors of the community to maximize the potential for carrying out the goals for community engagement. Schools that develop strong community partnerships have a higher percentage of students performing on grade level, support school

reform efforts, increase student academic performance and attendance rates, and establish connections for students to learning opportunities outside of school (Scott et al., 2020). Hence, the result of this study may restrict students' opportunities to apply their knowledge and skills in real-world settings, which is a crucial component of community engagement education.

The study theorized that the HUMSS students' motivation, competence, and challenges were the key factors determining their active involvement in activities. Both intrinsic and extrinsic factors play

acknowledges that the challenges experienced by the students are also essential to be recognized to maintain the motivation of the students to learn the subject. It only shows that continuous improvement of instructions in CSC is essential, and it can help educators gain insights on how to design assessments that can enhance students' motivation and align with their perceived competence to foster more effective and meaningful learning experiences.

In this study, it has been shown that the established culture, specifically in an Augustinian community, has significantly influenced the results of this study.

Table 3. *Challenges encountered by Students in CSC*

Variable	f	%
The Teacher…		
teaches the subject outside his/her specialization.	6	19.4
misses to feedback on students' learning.	6	19.4
utilizes outdated and traditional teaching strategies	5	16.1
lacks the ability to explain complex ideas and concepts	3	9.7
pressures the students to do their tasks	2	6.5
lacks mastery of the subject	1	3.2
depends on textbooks to teach	1	3.2
lacks confidence in teaching	1	3.2
lacks support and encouragement among students	1	3.2
lacks training/experience in community engagement	0	0.0
lacks interest in community engagement	0	0.0
The students…		
have poor time management in accomplishing tasks	16	51.6
have a poor background in community engagement	11	35.5
lack of motivation to learn and participate in community engagement	9	29.0
have difficulty understanding the lessons	7	22.6
have poor interest in the subject	4	12.9
Learning environment, facilities, and resources		
The school has limited funding for CSC activities	21	67.7
The school has limited facilities for CSC instruction and activities	19	61.3
The school lacks administrative support for CSC activities	14	45.2
The school does not maximize the library for learning	13	41.9
The home is not favorable for studying	8	25.8
The school lacks updated learning resources like textbooks	3	9.7
The classroom is not conducive to learning	3	9.7
The Subject Matter		
Time given per topic is too short	14	45.2
The topics demand lots of activities to accomplish	7	22.6
The competencies are challenging	7	22.6
The subject's objectives are difficult to understand	4	12.9
The subject demands unattainable performance tasks	2	6.5
Some topics are irrelevant	0	0.0
Community Extension, Linkages, and Networks		
Limited linkages with the community for CSC activities	15	48.4
Difficulty in sustaining the community engagement program	12	38.7
Difficulty in finding suitable community engagement partners	10	32.3
Lacks regular monitoring of the community engagement program	6	19.4

crucial roles in their CSC engagement and their responses to challenges. With the results of the study, the theory of Deci and Ryan's (2016) Self-Determination Theory was validated. The theory supports how important it is to focus on the role of motivation in human behavior. It has been proven that motivation serves as a driving force for students to have the determination to actively engage in various community engagement activities. Moreover, it

With the shared norms and values of the Augustinian formation, students were able to demonstrate an understanding and motivation to participate in various community engagement programs. Aside from this, it has been proven that their inclination towards academic excellence leads them to display an interest in accomplishing the tasks in a CSC subject. Moreover, the challenges experienced by the students show an opportunity to look into the development of

the curriculum, teacher's specialization and teaching experience, and the partnership from other social sectors to further enhance their learning experiences. Hence, the results of the study serve as a foundation for developing strategies, specifically a CSC Primer- an intervention that can enhance the curriculum, student, and teaching-learning experiences in the subject and the continuous implementation of community engagement initiatives that benefit the transformation and understanding of the students toward the real-world issues.

5.0. Conclusion

Motivation plays a significant factor in improving the students' learning competencies and helps them overcome the challenges experienced in CSC learning. This study has proven that students authentically engage with the subject, significantly influencing their experiential learning process. By acknowledging and addressing the challenges students face- ranging from teachers-related factors, students-related factors, learning environment, facilities, resources, subject matter, and community extension and linkages-this study explicitly provides a clear basis for enhancing transformative education learning experiences and allows more effective interventions for the implementation of various programs which can offer valuable perspectives on enhancing student's engagement in the community and learning outcomes. Furthermore, the findings underline the importance of holistic educational approaches contributing to the sustainable development of course instruction and community initiatives.

6.0. Limitations of the Findings

The paper acknowledges various limitations. It was limited to HUMSS students in an Augustinian school, and the results may not apply to other schools with different cultures, resources, structures, and environments. Additionally, it did not explore demographic variables. It employed a quantitative design, limiting the depth of analysis and interpretation. Data collection timing also impacted the results, as participants had only one semester to comply with tasks.

7.0. Practical Value of the Paper

The paper holds practical value. With the findings of this study, the school can develop an environment for students to integrate their learning experiences, such as community service activities and partnerships with other sectors that emphasize civic responsibility. Improving the experiential learning of the students will likely develop their sense of community and foster a lifelong commitment to community engagement activities. The results of this student can also be a basis for improving curriculum design specifically for teachers who are encouraged to integrate concepts and actual community-based activities to empower the students to participate in their community. These enhancements can help students appreciate the relevance of their education in addressing real-world issues and will likely increase their motivation and engagement to learn. Hence, the curriculum planners should re-evaluate CSC goals, aims, and competencies, emphasizing interdisciplinary collaboration and developing assessment strategies. Additionally, the administrators can collaborate with stakeholders to secure resources and instructional materials to enhance the community engagement initiatives, enriching the student's learning process. Furthermore, the study served its purpose, wherein the Augustinian schools may use the proposed CSC primer to implement and improve transformative learning education through community engagement activities. Lastly, it will add to the dearth of literature on CSC, which can support the development of educational practices and policies heading to more innovative and effective approaches to student learning development and engagement.

8.0. Directions for Future Research

Given the limitations, future researchers are encouraged to conduct studies on motivation, competence, and challenges HUMSS faces on CSC in a wider scope, perhaps division-wide, regional-wide, and nationwide. Specifically, this should include participants from diverse populations to validate the research claims. They should also employ qualitative and mixed-method approaches to deepen the analysis and interpretation. Additionally, advanced statistical techniques can provide a more detailed data analysis. Demographic variables should also be considered to provide a wide array of explanations. They can also delve into the perceptions of the teachers.

9.0. Declaration of Conflict of Interest

The authors declare no conflict of interest.

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