Academic Motivation, Resilience and Achievement of Junior High School Learners in Alternative Learning System (ALS): A Structural Equation Modeling Analysis

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ABSTRACT

Out-of-school youth and adults in the Philippines face significant challenges in accessing formal education due to various barriers. The Alternative Learning System (ALS) offers flexible educational programs to address the unique needs of these individuals. This study explores the role of academic motivation in the educational journeys of 314 out-of-school youth and adults, emphasizing its potential to inspire learning and academic achievement. Structural Equation Modeling was utilized, revealing that Intrinsic Academic Motivation significantly influences academic resilience and achievements. The research structural model examines the interplay between academic motivation, resilience, and achievement among ALS Junior High School learners. Structural equation modeling reveals the impact of intrinsic academic motivation on academic resilience (β=0.83, p=<.001) and academic achievement (β=0.32, p=.006), highlighting the importance of fostering motivation and resilience in educational settings. The findings underscore the positive influence of intrinsic motivation on academic achievement and resilience, emphasizing the need to support students in developing these essential qualities for academic success.

Keywords: Academic motivation, Alternative Learning System, Resilience, SEM Analysis

INTRODUCTION

A substantial portion of the population in the Philippines consists of out-of-school youth and adults who encounter difficulties in obtaining formal education. These marginalized persons face multiple socio-economic, geographical, and personal obstacles that hinder their participation in formal education (Bianco, Mariquit, Platon & Laya, 2016).

Understanding the circumstances and requirements of these young people and adults is essential for addressing deficiencies in educational opportunities. By gaining comprehensive insights into their needs, we can work towards fostering inclusive learning environments that support their educational pursuits.

The high incidence of individuals who are not attending school in the Philippines emphasizes the necessity for other methods of education, such as the Alternative Learning System (ALS). ALS, established by the Department of Education (DepEd), provides adaptable educational programs that specifically address the distinct situations and requirements of these persons. ALS offers individuals the chance to obtain fundamental literacy abilities, finish their education, and learn pertinent knowledge and skills to enhance their work prospects or pursue additional education (Department of Education, Philippines, 2020).

The situation of out-of-school youth and adults in the Philippines presents unique challenges that call for a deeper understanding of the role of academic motivation in their educational journeys. For many individuals in this

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marginalized sector of society, the lack of access to formal education can dampen their motivation to engage in academic activities and pursue educational goals. Socio-economic constraints, including poverty and limited resources (Apao, Dayagbil, & Abao, 2014), may exacerbate the barriers they face, further diminishing their motivation to overcome these obstacles.

However, it is essential to acknowledge the importance of academic motivation in driving change when addressing the educational exclusion of out-of-school youth and adults. Through the creation of a nurturing and empowering educational setting that caters to their unique requirements, educational interventions can access the untapped motivation within these individuals, motivating them to reignite their passion for learning and academic success.

Academic motivation is important in the development of critical thinking skills (Berestova, Kolosov, Tsvetkova, & Grib, 2022). According to Bakar, Alsmadi, Ali, Shuaibu, and Solahudin (2022), there exists a significant relationship between academic motivation and school performance. Their research emphasize the importance of understanding and leveraging different types of motivation to enhance students' academic achievement.

In the study conducted by Koenka (2020) titled "Academic motivation theories revisited: An interactive dialog between motivation scholars on recent contributions, underexplored issues, and future directions," the author explores various theories and perspectives on academic motivation, highlighting recent contributions and identifying underexplored areas within the field. This prompts us to reflect on the dynamic and interactive nature of academic motivation, emphasizing its multifaceted nature and the complex interplay between various motivational factors.

Drawing on the findings of their study, we can argue that academic motivation (Bakar et al., 1995; Koenka, 2020) plays a fundamental role in shaping learners' engagement, effort, and perseverance in their academic pursuits. The study suggests that students who are intrinsically motivated and possess a strong desire to engage in academic activities are more likely to demonstrate higher levels of academic achievement. Moreover, it is important to note that educational success for out-of-school youth and adults in the ALS extends beyond just motivation alone.

Another crucial factor that plays a significant role in their educational journey is the construct of academic resilience. It refers to the capacity of individuals to overcome adversity and achieve positive academic outcomes despite challenging circumstances (Amzil, 2023). Research on academic resilience has shown its significance in fostering positive outcomes in education (Das, 2019).

The study by Meneghel, Martínez, Salanova, and De Witte (2019) explores the relationship between academic resilience, coping strategies, and student outcomes in the academic setting. The research emphasizes the importance of building academic resilience through effective coping mechanisms to enhance academic satisfaction and performance. By investigating how students overcome challenges and setbacks through resilient behaviors, the study sheds light on the significance of coping strategies in promoting student well-being and success. The findings suggest that fostering academic resilience through coping strategies can lead to improved academic outcomes and overall student satisfaction, highlighting the crucial role of resilience-building interventions in educational practice.

In the study by Yang and Wang (2022) on academic motivation and resilience among EFL learners, the research delves into the intricate relationship between academic resilience, motivational intensity, and academic achievement. This examination extends beyond traditional educational contexts to explore how these psychological constructs influence the academic success of EFL students.

The article by Beale (2020) titled "Academic resilience and its importance in education after COVID-19" published in the Eton Journal for Innovation and Research in Education, focuses on the concept of academic resilience in the context of the challenges posed by the COVID-19 pandemic on education. The study highlights the significance of academic resilience in navigating the disruptions caused by the pandemic and emphasizes its importance in ensuring continuity and success in education post-COVID-19. By examining the role of academic resilience in overcoming adversity and adapting to new learning environments, the article underscores the critical

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need for resilience-building strategies in educational settings to support students in the face of unprecedented challenges.

Theoretical Framework

The theoretical framework in this research study includes the work of Edward Deci and Richard Ryan on self-determination theory, first published in 1995 and further developed in 2000 and 2022. Self-determination theory focuses on the intrinsic motivation of individuals and the importance of autonomy, competence, and relatedness in fostering personal growth and well-being. Deci and Ryan's theory posits that individuals are motivated by their innate psychological needs for autonomy, competence, and relatedness, and that supporting these needs leads to enhanced motivation, performance, and overall well-being.

Additionally, the framework includes the work of Marc A. Zimmerman on resilience theory, published in 2013. Zimmerman's resilience theory emphasizes the capacity of individuals to bounce back from adversity and thrive in the face of challenges. The theory highlights the importance of protective factors, coping strategies, and support systems in promoting resilience and overcoming obstacles. By focusing on the factors that contribute to resilience, Zimmerman's theory provides valuable insights into how individuals can develop the skills and resources to navigate difficult circumstances and achieve positive outcomes.

Incorporating these theories into research and practice can offer a comprehensive understanding of how self-determination and resilience intersect to promote personal growth, well-being, and success in various domains, including education, psychology, and personal development. By integrating the principles of self-determination and resilience into interventions and programs, educators, practitioners, and researchers can support individuals in cultivating the motivation, resilience, and adaptive skills needed to thrive in challenging environments and achieve their full potential.

Present Study

The objective of this study is to investigate the impact of academic motivation on academic accomplishment and analyze the role of academic resilience as a mediator in the connection between academic motivation and academic achievement. The hypothesized model that is used in this research is shown in Figure 1.

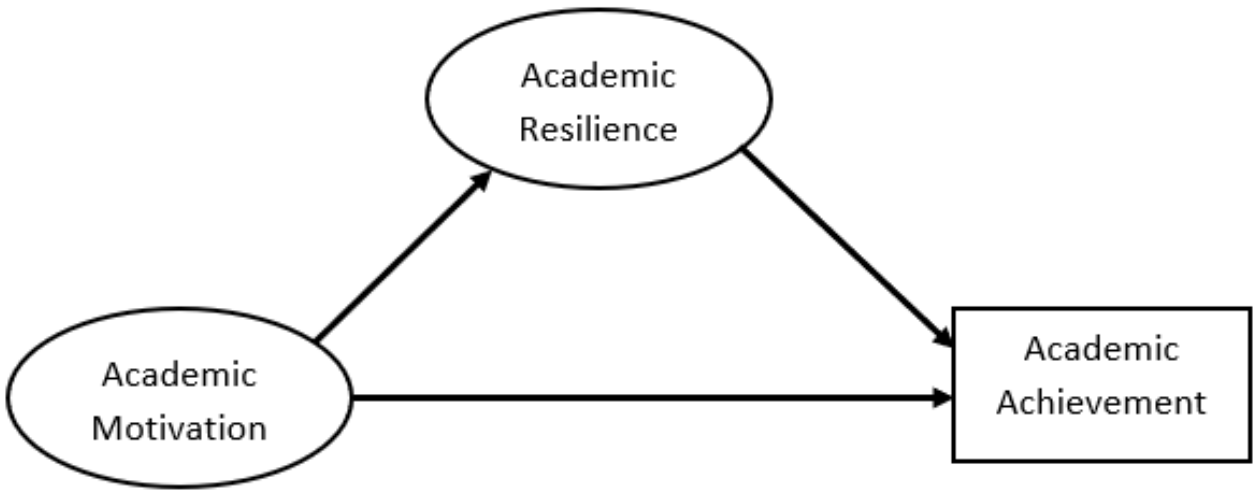

Figure 1. Hypothesized Model of the Research

Research Questions

The study was specifically addressing the following research inquiries:

1. What is the level of intrinsic academic motivation of ALS JHS learners in terms of:

    1.1 To know

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1.2 Toward accomplishment

1.3 To experience stimulation

2. What is the level of academic resilience of ALS JHS learners in terms of:

2.1 Perseverance

2.2 Reflecting and adaptive help-seeking

2.3 Negative affect and emotional response

3. What is the academic achievement level of ALS JHS learners?

4. What model would best fit the structure of academic motivation, resilience and achievement?

5. Does intrinsic academic motivation influence academic achievement?

6. Does intrinsic academic motivation influence academic resilience?

7. Does academic resilience has mediating effect between intrinsic academic motivation and academic resilience?

METHODOLOGY

2.1 Research Model

The study employed a quantitative research methodology and utilized structural equation modeling to examine the effects of the study variables and mediation model. Specifically, it investigated how academic resilience acts as a mediator in the relationship between academic motivation and academic achievement among JHS learners with ALS.

2.2 Research Participants and Data gathering Procedure

This study utilized a convenience sampling method to choose participants from several ALS community learning centers. This was used because ALS learners only attend in the class session once a week and or it depends on the agreement of their teachers and it is hard for the researchers to gather the needed data. Survey battery assessments are generated utilizing web-based systems such as "Google Form". The evaluations are disseminated to participants in a digital format, wherein individuals provide replies to the scales and electronically submit the associated data to the researcher.

The study included a total of 314 individuals, consisting of 130 males (41.4%) and 184 females (54.6%). The age distribution of the participants shows that 239 individuals (72.7%) are between the ages of 16 and 24, 57 participants (17.4%) are aged 25 to 34, and 18 individuals (5.5%) are in the 35 to 44 age range. The participants' highest educational attainment indicates that 104 persons (30.1%) have achieved a Grade 7 education, 83 participants (24%) have achieved a Grade 8 education, and 127 individuals (36.8%) have achieved a Grade 9 education. The percentages offer a detailed summary of the demographic attributes and educational histories of the study participants.

2.3 Research Instrument

This study used an adopted survey tool and data was collected by employing a Demographic form, Academic Motivation Scale, Academic Resilience Scale, and Academic Achievement assessment, which was based on their cumulative grade point average. This section provides further details and explanations regarding the specific aspects of these scales:

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Academic Motivation Scale: Panukat ng Pang-Akademikong Motibasyon. The High School version of the Academic Motivation Scale (AMS) was initially developed by Vallerand et al. in 1992 and later translated into Filipino by Tus et al. in 2021. This questionnaire comprises twenty-eight questions that delve into students' intrinsic motivation, extrinsic motivation, and amotivation concerning their academic pursuits. A seven-point Likert Scale was employed in the assessment, with responses ranging from one (indicating hindi tumutugma) to seven (indicating tugmang-tugma). This scale allowed participants to convey varying levels of agreement with the statements, offering a nuanced evaluation of their attitudes and perceptions. The Cronbach's alpha for the AMS Filipino version, known as Panukat ng Pang-Akademikong Motibasyon, ranged from 0.83 to 0.86, surpassing the minimum threshold of 0.70 for internal consistency.

Academic Resilience Scale (ARS30). The Academic Resilience Scale (ARS30), developed by Cassidy in 2015, is a valuable tool for assessing academic resilience in students. This scale measures individuals' capacity to overcome obstacles, setbacks, and adversity within an academic environment. Comprising 30 items, the ARS30 explores various resilience components, including adaptability, perseverance, and positive coping mechanisms. Participants rate their agreement with these items on a Likert Scale ranging from one (strongly agree) to five (strongly disagree), providing a detailed insight into their resilience levels and their ability to navigate academic challenges effectively.

The ARS30's factor structure encompasses three significant factors: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. With a high level of internal consistency reliability (Cronbach's alpha of 0.90), this scale proves to be a reliable and robust instrument for assessing academic resilience among students.

Academic Achievement. The instrument for Academic Achievement, which incorporates the Final Grade based on the portfolio assessment and revalida of ALS learners provides a comprehensive view of the learners' work, growth, and accomplishments throughout their learning journey. On the other hand, the revalida serves as a significant evaluation tool that validates the learners' overall understanding and mastery of the subject matter.

2.4 Data Analysis

The statistical analysis for this study was conducted using JASP v.0.18.3 and AMOS v.23. Initially, descriptive statistics were computed to succinctly characterize the characteristics of the variables under investigation. The study utilized structural equation modeling (SEM) to examine the relationship between academic motivation and academic accomplishment, while also exploring the potential mediating effect of academic resilience on this relationship.

Model fit indices are crucial in Structural Equation Modeling (SEM) as they provide researchers with valuable insights into the extent to which their proposed models align with the observed data. Karagöz (2016) and Meydan and Şeşen (2015) have expanded the current knowledge by investigating various model fit indicators commonly used in SEM. The list includes the following indices: Chi-Square Test, Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), Tucker-Lewis Index (TLI), and Goodness of Fit Index (GFI). Each of these indexes has a unique function in evaluating the model's suitability. A lower Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Residual (SRMR) value, along with higher Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Goodness of Fit Index (GFI) values, imply a more superior fit. Researchers employ a mixture of these indicators to comprehensively assess the adequacy of their Structural Equation Modeling (SEM) models and ensure that the relationships between variables are appropriately represented in the data.

2.5 Ethical Considerations

This research study followed ethical guidelines. Prior to conducting the survey, the researchers obtained informed consent from the participants in compliance with the ethical standards of research. The researcher effectively articulated the objective of the study and emphasized the significance of participants' collaboration in successfully completing the survey. Nevertheless, it was underscored that participants have the option to withdraw from the study at any time by informing the researcher.

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RESULTS

This part provides analysis and interpretation of the data that has been collected. The data was presented in a tabular manner in accordance with the defined inquiries.

3.1 What is the Level of Intrinsic Academic Motivation of ALS JHS Learners?

When evaluating the degree of intrinsic academic motivation among ALS JHS learners, we took into account three main factors: "To Know," "Toward Accomplishment," and "To Experience Stimulation." The research indicated that ALS JHS learners exhibited a significant level of intrinsic academic motivation in all three aspects.

Regarding the aspect of "To Know," the average score was 4.00 with a standard deviation of 1.00, suggesting a significant level of motivation to gain knowledge. The "Toward Accomplishment" component had a mean score of 4.04 and a standard deviation of 0.98, indicating a significant motivation to achieve goals. Furthermore, the dimension labeled "To Experience Stimulation" had an average score of 4.03 and a standard deviation of 0.99. This indicates a notable inclination towards seeking out new stimuli.

The average score across these characteristics was 4.02, with a low standard deviation of 0.02, indicating a consistently high degree of intrinsic academic motivation among ALS JHS learners. The results highlights the robust intrinsic motivation and eagerness for knowledge and success among this set of learners.

Table 1: Summary of the Mean Distribution of the Respondents' Level of Intrinsic Academic Motivation

Intrinsic Academic Motivation	**Mean**	**SD**	**Description**	**Interpretation**
To Know	4.00	1.00	Corresponds a lot	High
Toward Accomplishment	4.04	0.98	Corresponds a lot	High
To Experience Stimulation	4.03	0.99	Corresponds a lot	High
Overall Mean	**4.02**	**0.02**	**Corresponds a lot**	**High**

Legend: 1.00-1.79: Very Low; 1.80-2.59: Low; 2.60-3.39: Neutral; 3.40-4.19: High; 4.20-5:00 Very High

3.2 What is the Level of Academic Resilience of ALS JHS Learners?

The assessment of academic resilience among ALS JHS learners focused on three primary aspects: perseverance, reflective and adaptive help-seeking, and negative affect and emotional reactivity. The results indicate a mean distribution of the participants' level of academic resilience.

Regarding perseverance, ALS JHS learners exhibited a mean score of 4.03 with a standard deviation of 0.75, suggesting a substantial level of consensus and determination in their academic pursuits. The component of reflective and adaptive assistance-seeking had a mean score of 4.15 with a standard deviation of 0.94, indicating a high level of agreement and competency in seeking help in a reflective and adaptive manner. Regarding negative affect and emotional response, the average score was 3.70 with a standard deviation of 0.86, indicating a significant consensus in effectively handling negative affect and emotional responses.

The average score across these aspects was 3.96, with a standard deviation of 0.23, suggesting a strong degree of agreement and academic resilience among ALS JHS learners. This data highlights the kids' impressive capacity to persist, seek assistance thoughtfully and flexibly, and handle negative emotions proficiently in their academic endeavors.

Table 2: Summary of the Mean Distribution of the Respondents' Level of Academic Resilience

Academic Resilience	**Mean**	**SD**	**Description**	**Interpretation**
Perseverance	4.03	0.75	Agree	High

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Reflecting and Adaptive Help-seeking	4.15	0.94	Agree	High
Negative Affect and Emotional Response	3.70	0.86	Agree	High
Overall Mean	**3.96**	**0.23**	**Agree**	**High**

Legend: 1.00-1.79: Very Low; 1.80-2.59: Low; 2.60-3.39: Neutral; 3.40-4.19: High; 4.20-5:00 Very High

3.3 What is Level of Academic Achievement of ALS JHS Learners?

The academic achievement level of ALS JHS learners was assessed by analyzing the mean distribution of academic performance across grade levels (Grades 7, 8 and 9). Table 3 demonstrates a significant degree of academic achievement among the learners.

The average score at Grade 7 was 86.38, indicating a performance that was considered "Very Satisfactory." Similarly, the Grade 8 learners obtained an average score of 86.94, all of whom were categorized as "Very Satisfactory." The Grade 9 pupils achieved an impressive average score of 86.98, therefore preserving the "Very Satisfactory" grade.

The average grade across all grade levels was 86.77, suggesting a consistently high level of academic success classed as "Very Satisfactory" for ALS JHS learners. This data emphasizes the learners' impressive academic performance and showcases their expertise and achievements in their studies across various grade levels.

Table 3: Summary of the Mean Distribution of the Respondents' Level of Academic Achievement

	Mean	**Description**	**Interpretation**
Grade 7	86.38	Very Satisfactory	High
Grade 8	86.94	Very Satisfactory	High
Grade 9	86.89	Very Satisfactory	High
Overall Mean	**86.77**	**Very Satisfactory**	**High**

Legend: Below 75: Did Not Meet Expectation; 75-79: Fairly Satisfactory; 80-84: Satisfactory; 85-89: Very Satisfactory; 90-100: Outstanding

3.4 What Model Would Best Fit the Structure of Academic Motivation, Resilience and Achievement?

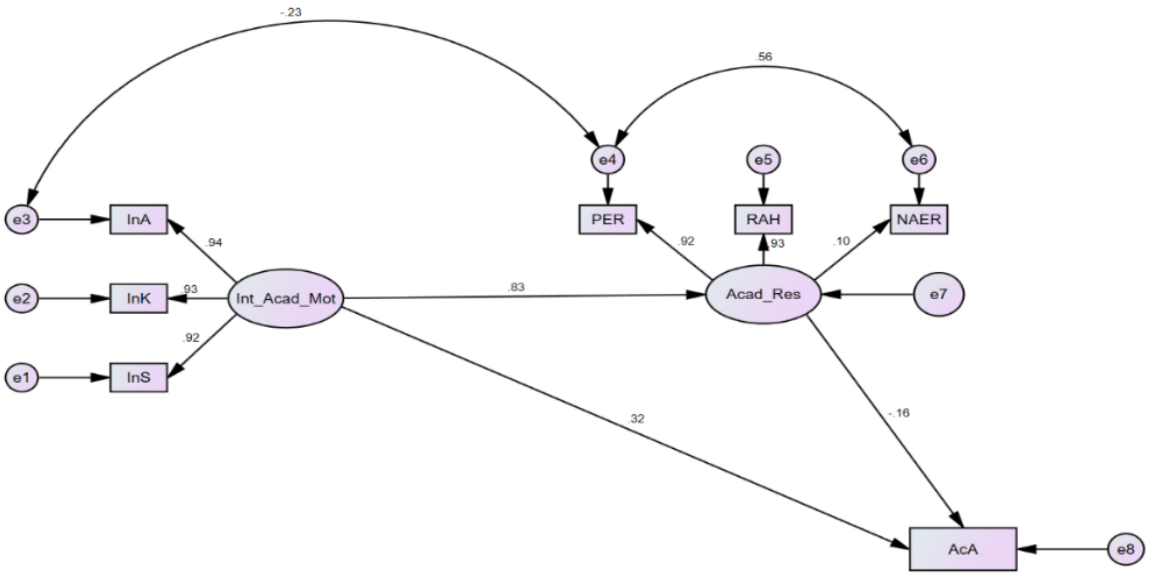

Figure 2. Final Model of the Research

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The model used to evaluate academic motivation, resilience, and achievement shows a strong correlation with the data, as evidenced by the positive fit indices presented in Table 4. This implies that the model well captures the connections between these concepts and offers a dependable structure for comprehending the fluctuations of academic motivation, resilience, and achievement.

Table 4: Model Fit Values

X^2	*df*	X^2/df	*p*	GFI	AGFI	NFI	IFI	TLI	CFI	SRMR	RMSEA
7.87	10	.788	.641	.993	.980	.995	1.00	1.00	1.00	.012	.000

The model fit values in Table 4 play a crucial role in determining the overall quality and validity of the analysis conducted. These values provide insights into how well the proposed model fits the observed data. The X^2 value, with relation to the degrees of freedom, quantifies the difference between the observed data and the model. A smaller X^2/df ratio indicates a superior fit, suggesting that the model accurately describes the data.

The Goodness-of-Fit Indices (GFI, AGFI, NFI, IFI, TLI, CFI) evaluate the degree to which the model accurately represents the data. Values approaching 1 imply a strong fit, indicating that the model well explains the relationships between variables. Moreover, the RMSEA provides an assessment of the degree to which the model does not fit the data, with smaller values suggesting a more favorable fit. A Root Mean Square Error of Approximation (RMSEA) value of 0.000 indicates an extremely accurate fit between the model and the observed data.

The Standardized Root Mean Square Residual (SRMR) quantifies the mean difference between the observed correlations and the expected correlations. A lower SRMR number signifies a superior alignment between the model and the data.

3.5 Does Intrinsic Academic Motivation Influence Academic Achievement?

The analysis of the direct effect using standardized measures indicates that intrinsic academic motivation exerts a substantial impact on academic attainment. The β coefficient of 0.32 denotes a moderate positive correlation between intrinsic academic motivation and academic achievement. The p-value of 0.006 provides additional evidence supporting the statistical significance of this association, indicating that variations in intrinsic academic motivation are linked to variations in academic achievement.

Furthermore, the standardized direct effect suggests that intrinsic academic motivation significantly influences academic achievement. This emphasizes the need to cultivate and support intrinsic motivation in order to improve students' academic performance.

Table 5: Influence of Intrinsic Academic Motivation on Academic Achievement

Standardized Direct Effect	β coefficient	*p-value*
Int Acad Motivation → AcA	.32	.006*

* p<.01

3.6 Does Intrinsic Academic Motivation Influence Academic Resilience?

The investigation of the direct effect, using standardized measures, demonstrates a robust and statistically significant impact of intrinsic academic drive on academic resilience. The β coefficient of 0.83 indicates a significant positive correlation between intrinsic academic drive and academic resilience. The p-value of <0.001 provides additional evidence supporting the statistical significance of this relationship, suggesting a strong association between changes in intrinsic academic drive and variations in academic resilience.

The analysis reveals that intrinsic academic motivation significantly influences academic resilience, highlighting the crucial role of motivation in developing students' resilience in the academic setting. This discovery

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emphasizes the need of fostering innate drive to improve students' capacity to surmount obstacles and persevere in their academic endeavors.

Table 6: Influence of Intrinsic Academic Motivation on Academic Resilience

Standardized Direct Effect	β coefficient	*p-value*
Int Acad Mot → Acad Res	.83	<.001***

*** p<.001

3.7 Does Academic Resilience has Mediating Effect between Intrinsic Academic Motivation and Academic Resilience?

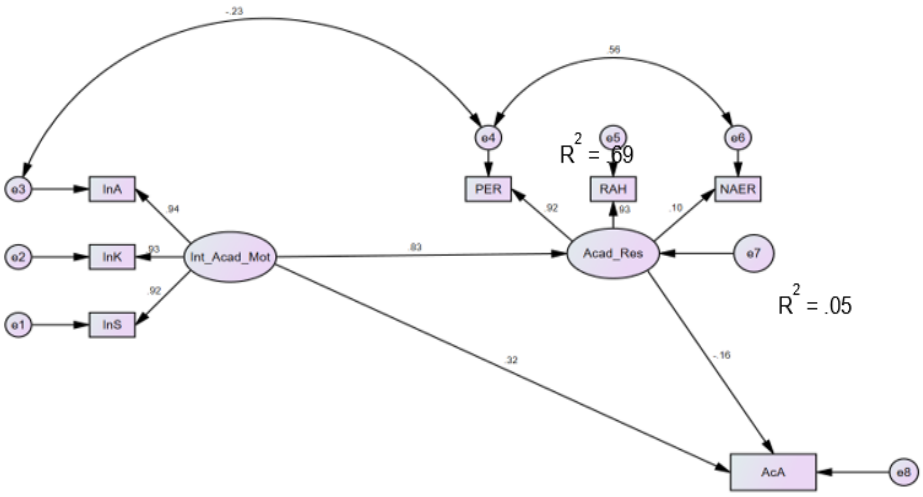

Figure 3. Mediating Effect of Academic Resilience

Upon analyzing the R2 values presented in Figure 3, it can be concluded that 69% of the overall variation in academic resilience can be accounted for by intrinsic academic motivation. Additionally, 5% of the entire variation in academic achievement can be attributed to the combined influence of academic resilience and intrinsic academic motivation. An analysis of the β value presented in Figure 3 reveals that there is a strong positive relationship between academic resilience and intrinsic academic motivation (β=.83, p=<.001). However, academic resilience has a weak negative impact on academic performance (β=-.16, p=.180).

According to Figure 3, the influence of intrinsic academic motivation on academic achievement decreases significantly from a correlation coefficient of .69 to .05. This was determined through structural equation modeling, which examined the mediating effect of academic resilience on the relationship between intrinsic academic motivation and academic achievement.

Table 7 presents the outcomes of the bootstrapping analysis conducted using a 2000-resampling technique to determine the significance of the indirect effects of partial mediation observed in the model.

Table 7: Bootstrapping Results for Mediating Effect of Psychological Resilience in the Relationship between Intrinsic Academic Motivation and Academic Achievement

Indirect Effects	Bootstrap Coefficient	SE	95% Confidence Interval		R^2	*p*
			Lower	Upper		
Int Acad Mot → Acad Res → AcA	-.132	.099	-.331	.063	.05	.173^{NS}

^{NS}-Not Significant; SE-Standard Errors; p-Probability level

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DISCUSSION AND CONCLUSION

This research emphasizes the significance of intrinsic academic motivation, academic resilience, and academic accomplishment in the school setting. The learners' strong motivation level indicates a substantial intrinsic drive and enthusiasm for their academic tasks. The pupils' high motivation demonstrates their autonomy and personal relevance, suggesting that they are actively involved in their learning process. Moreover, the high level of academic resilience displayed by the students indicates their ability to withstand and overcome academic challenges. This resilience is crucial in ensuring that students can navigate setbacks and difficulties in their academic journey effectively.

The students' very satisfactory academic achievement highlights their proficiency in achieving or exceeding academic standards. This accomplishment serves as evidence of the students' commitment, diligence, and the beneficial influence of their drive and perseverance on their academic achievements. The evaluation of a satisfactory model fit in the research indicates that the variables incorporated in the model, specifically motivation, resilience, and achievement, are suitable for comprehending the intricate interaction among these elements. This sturdy model offers useful insights into the ways in which motivation and resilience contribute to achieving academic success. The research findings support the assertion that intrinsic academic motivation significantly influences academic achievement. Students who exhibit high levels of intrinsic motivation tend to achieve better academic outcomes, emphasizing the importance of fostering this internal drive in educational settings.

The influential study conducted by Deci and Ryan in 2000, which focuses on intrinsic motivation and goal pursuits, offers vital insights into the psychological processes that contribute to academic accomplishment. Their research highlights the importance of intrinsic motivation, which arises from internal desires and interests, in motivating individuals to achieve their goals. Deci and Ryan underscore the need of addressing psychological needs, such as autonomy, competence, and relatedness, in order to bolster intrinsic motivation and eventually promote academic success.

Deci and Ryan's (2000) study focuses on the Self-Determination Theory (SDT), which suggests that individuals possess inherent psychological requirements for autonomy, competence, and relatedness. When these requirements are fulfilled, persons are more inclined to encounter internal motivation, involvement, and overall satisfaction. When it comes to academic endeavors, fulfilling these psychological demands can establish a nurturing atmosphere that encourages students' innate drive to study and attain academic accomplishments.

Moreover, the research highlights the significance of autonomy in fostering intrinsic motivation. Autonomy is the ability of individuals to have control and make choices regarding their actions and decisions. When students have a sense of empowerment in making decisions, setting objectives, and assuming responsibility for their own learning, they are more inclined to be internally motivated to participate in academic activities and aim for high achievement.

In Vallerand's (1997) framework, intrinsic motivation is defined as the type of motivation that comes from within a person and is driven by personal interest, delight, or satisfaction obtained directly from the activity. Intrinsically motivated individuals are driven to engage in projects for the innate pleasure and fulfillment they derive from them, rather than for extrinsic rewards or incentives. This form of motivation is distinguished by a sincere fascination with the task and a feeling of independence and self-governance.

Furthermore, it suggests that intrinsic motivation is linked to higher levels of engagement and achievement. When individuals are intrinsically motivated, they are more likely to be fully immersed in the task at hand, exhibit greater persistence and effort, and experience a sense of flow or enjoyment in their activities. This heightened engagement can lead to improved performance, as individuals are driven by their internal desires and interests rather than external pressures.

Yang and Wang (2022) suggest that intrinsic academic motivation also plays a crucial role in shaping students' academic resilience. Students who are intrinsically motivated are more likely to possess the adaptive skills and coping strategies needed to navigate challenges and setbacks effectively, enhancing their overall resilience. The

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research conducted by Kotera et al. (2022) indicates that intrinsic academic motivation is not only associated with academic success but also has a significant impact on the development of students' academic resilience. Students with strong intrinsic motivation are more likely to have the necessary adaptive abilities and coping mechanisms to effectively handle difficulties and failures, therefore improving their overall resilience.

These studies collectively indicate that there is a strong connection between intrinsic academic motivation and academic resilience. Students who are intrinsically motivated not only achieve higher academic success, but also possess improved adaptive skills and coping strategies to effectively handle academic difficulties. By cultivating intrinsic motivation in educational environments, educators can enhance both academic achievement and students' capacity to overcome academic challenges and develop resilience.

Remarkably, the research findings indicate that academic resilience does not act as a mediator in the connection between intrinsic academic drive and academic accomplishment. This suggests that motivation has a direct effect on accomplishment and is not influenced by the level of resilience exhibited by students. Hence, although resilience is crucial for surmounting challenges, motivation remains an essential element in propelling academic achievement.

LIMITATIONS OF THE STUDY

The study has several limitations that warrant consideration in interpreting the findings. Firstly, the use of a convenience sampling approach with a sample size of 314 participants from ALS community learning centers may limit the generalizability of the results. While this sample size is adequate for the study's scope, the findings may not be representative of a broader population. Including a more diverse and representative sample could enhance the external validity of the study.

Secondly, the reliance on self-report measures, such as surveys and questionnaires, to assess academic motivation, resilience, and achievement introduces the potential for response bias and social desirability. The subjective nature of self-reported data may impact the accuracy and reliability of the results. Incorporating objective measures or multiple data sources could strengthen the validity of the findings and provide a more comprehensive understanding of the constructs under investigation.

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