Assessing Participation and Motivation in Engaged Pedagogy: A Study of Two Private Thai Universities' International and English Programs in Chonburi

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ABSTRACT

The purpose of this study was to determine the levels of participation and motivation in engaged pedagogy of students in two Thai private universities in Chonburi province who are enrolled in their International and English programs. This study also aims to establish the relationship between participation and motivation in the context of engaged pedagogy by utilizing descriptive-correlative quantitative research using a self-made questionnaire to survey university students' perceptions. An online Google form with its QR code and link was distributed to students' online platforms and portals, and right after their class time during a school visit. After two weeks of gathering data, only 128 submitted their survey responses with a 23% response rate. For the statistical interpretation of the data, frequency count, percentage, weighted mean, ANOVA with Welch's correction (ANOVA with unequal variance), and Pearson correlation coefficient (r) were utilized. The study found that the respondents have an overall high level of participation in engaged pedagogy in the context of learning tasks, activities, interactions, and roles inside and outside the classroom with a mean of 3.05, and a high level of motivation in involving themselves in engaged pedagogy with an overall mean of 3.18 according to the respondents' aspirations, ideals, and support that contribute to their level of motivation. Further, the study concluded that the respondents' universities and fields of specialization are not determining factors of their levels of participation and motivation in engaged pedagogy. However, there is a significant relationship between participation and motivation in engaged pedagogy, which implies that when students increase their level of participation in engaged pedagogy, their level of motivation to involve themselves in it also increases.

Keywords: Engaged Pedagogy, International Students, Learners' Motivation, Learning Participation

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Background and Signification of the Research Problem

Engaged pedagogy is a philosophical concept in education reform engendered by Bell Hooks in the 90s (this paper opts to respect the author's wishes to write her pseudonym in small letters). In her book titled, "Teaching to Transgress," Hooks' engaged pedagogy focuses on students' expressions as she believes that they should have a voice in the classroom to become active learners. She followed progressivism in education that resists the traditional educational model. In essence, engaged pedagogy views education as the "practice of freedom," "knowledge about how to live in the world," and bringing their "lived realities" in and outside the classroom (Tack, 2023).

Tang (2019) explained that engaged pedagogy is a liberal notion to challenge the tradition brought to the responsibility of teachers, but it also calls for students' commitment to participate. To facilitate engaged pedagogy, Hooks emphasized that teachers should undergo self-care and mindfulness as these are the realization of self-actualization, a necessary intra-process to empower their students effectively. Engaged pedagogy was introduced 40 years ago, and much has changed in the landscape of teaching and learning approaches so much so as the world is currently facing the transition of human interaction interfered with by digital technology and artificial intelligence. A crucial question on this reality is: How is engaged pedagogy manifested in our current era?

Molloy and Thomson (2023) pointed out that encouraging students to dialogue and question is transforming their presence in the classroom from being passive to active learners. Other than lectures, students are exposed to using multiple modalities of learning like individual, pair, or group tasks, face-to-face, online, or video presentations, and doing written outputs using shared documents with different apps. In this age of digitization, they recommended bringing students outside the classroom to join open forums, workshops, training, and public forums so they get opportunities to express their thoughts and opinions and build meaningful experiences. Engaged pedagogy is also evident in how it is regarded as a sub-policy of educational institutions like universities that have been instrumental in promoting critical thinking, inclusivity, multiculturalism, communication, and openness among students as they recognized that soft skills in the workplace are as important as one's know-how. This current study focuses on some of these practices that embrace the concept of Bell Hooks' engaged pedagogy in context.

In Thailand's higher education landscape, Nilplub (2021) concluded in her study that Thai university instructors have to rethink how they educate in order to motivate students to participate fully in class. The findings implied that less lecturing should take place in the classroom in favor of

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engaging activities that help them learn. In order to assist them and assess what they have learned, the instructor should take on the role of moderator. On the other hand, Yusuk (2021) found that many Thai university students are passive learners that they are not oftentimes motivated which affects their participation especially in cases when their subjects are taught in English despite some Thai university instructors attempting to employ student-centered learning strategies.

On a positive note, a university in Chonburi province is leading by example as the undergraduate students divulged that their professors acted like coaches in the classroom who guided them through the learning process using appropriate methods and skill development tasks to make learning more engaging (Pengpit, 2018). In addition, professors at an international college in Chonburi province initiated a highly interactive program for students with different cultural backgrounds. The collaborative nature of the course allowed cultural elements and diversity as the focal point for discussions, observations, debates, and reflections among students. The learning activity empowered students to share their input in the process through self-expression and meaningful experience (Theerasak & Yoon, 2023; Khamung et al., 2019).

It appears that these universities consider active learning as one of their essential core values; thus, this study attempts to investigate how their university students in the International and English Programs assess their level of participation and motivation under the constructs of engaged pedagogy.

As a research gap, there is a deficiency of empirical studies on the specific area of engaged pedagogy in a university context both in the global and local setting. The literature yielded studies that covered related topics such as student engagement and active learning, which are not entirely representative of the constructs of Bell Hooks' engaged pedagogy that this current study plans to undertake. Thus, this prompted the current study to initially explore the concept of engaged pedagogy in context to contribute some valuable knowledge on its practical application in the academe and in educational research so that it can be further explored using different methodologies and research frameworks by other scholars.

Significance of the Study

This study is significant to the field of pedagogy in higher education as it provides students' insights on how engaged pedagogy is practiced at the university level, which is instrumental in formulating other necessary policies that promote more active student participation inside and outside university campuses. It is also significant to universities that offer International and English Programs as the study

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contributes to the assessment of teaching and learning practices according to the students' point of view. Finally, the findings of this study may encourage professors and their students to achieve a good balance of their interaction using different modalities of learning that permit students to share their views and realities in the process confidently.

Research Objective

The research primarily aims to determine the levels of participation and motivation in engaged pedagogy among university students enrolled in the International and English Programs of two Thai private universities situated in Chonburi province.

Conceptual Framework

The concept of engaged pedagogy is the core of this study's framework; Bell Hooks contemplated that student expression in answering the questions of "what is" and "what must be" signifies a process of allowing students to find their voices and capture their experiences (Hooks, 1994 as cited in Guajardo, 2023). However, the process of students' active participation starts with their motivation. Motivation is categorized as either intrinsic or extrinsic, but it needs to be contextualized in the area that this study aims for; thus, the following indicators of motivation are based on the broad practices of engaged pedagogy as debunked by Glass and Wong (2003) which are then transformed into realistic practices.

Under the level of motivation, it seeks to discover how university students' aspirations, ideals, and support in the realms of inclusivity, multiculturalism, and empowerment are perceived. Inclusivity in engaged pedagogy refers to the learning opportunity that all types of students and their needs are considered, and that each student contributes and grows collaboratively regardless of their abilities. Multiculturalism in engaged pedagogy elevates students' voices and perspectives despite having different historical and cultural backgrounds. Finally, empowerment in engaged pedagogy prefers dialogical approaches, where students' languages, thoughts, and ideas are linked to actions that uplift meaningful learning experience.

Under the level of participation, it seeks to ascertain university students' involvement in tasks, activities, interactions, and roles following the principles of engaged pedagogy that are identified as students' expectations that are used as benchmarks of The National Survey of Student Engagement (NSSE) as elaborated by Smith et al. (2005): 1) Level of academic challenge where high expectations are set for learners to strive for; 2) Active and collaborative learning

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where the focus is to intensely involve learners so they can use their knowledge in various situations; 3) Student-faculty interaction where learners acquire knowledge and skills from the expertise, modeling, and mentorship of their teachers; 4) Enriching educational experiences where inside and outside classroom learning avenues are available such as diversity, technology, collaboration, internships, community service, capstones for learning enrichment; 5) Supportive campus environment where learners' social interaction and learning are provided.

Two approaches are, therefore, representational of engaged pedagogy. These are Problem-based and Cooperative learning or what Smith et al. (2005) called "Classroom-based Pedagogies." The features of problem-based learning include student-centered activities in small group tasks, problems identified as the focus of organization and development of problem–solving skills, and acquiring new information via self-directed learning. Meanwhile, cooperative learning facilitates Positive Interdependence, Face-to-Face Promotive Interaction, Individual Accountability/Personal Responsibility, Teamwork Skills, and Group Processing.
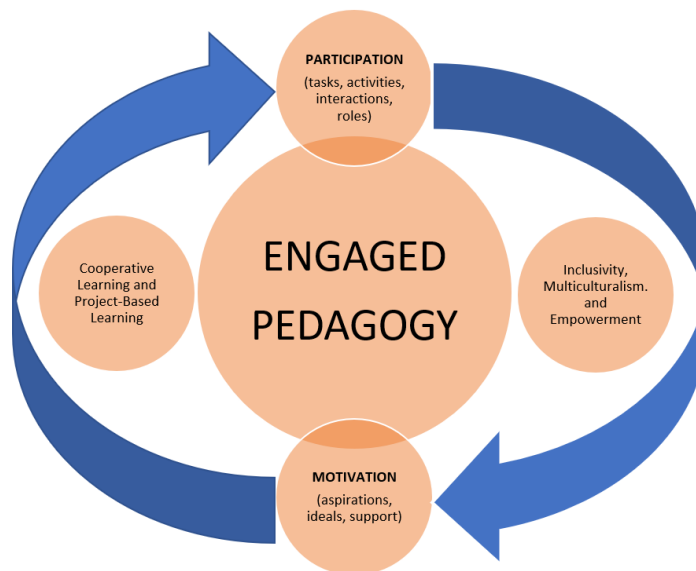
Figure 1 Conceptual Paradigm

In brief, these constructs of Hooks' engaged pedagogy are selected to formulate the statements that assess university students' levels of motivation and participation in engaged pedagogy.

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Research Questions

The study aimed to determine the levels of participation and motivation in engaged pedagogy among university students enrolled in the International and English Programs of two Thai private universities situated in Chonburi province. Specifically, it sought answers to the following questions.

1.What is the respondents' level of participation in engaged pedagogy?

2.What is the respondents' overall level of participation when grouped according to university and fields of specialization?

3.Is there a significant difference in the respondents' overall level of participation in engaged pedagogy when grouped according to university and fields of specialization?

4.What is the respondents' level of motivation in involving themselves in engaged pedagogy?

5.What is the respondents' overall level of motivation in involving themselves in engaged pedagogy when grouped according to university and fields of specialization?

6.Is there a significant difference in the respondents' overall level of motivation in involving themselves in engaged pedagogy when grouped according to university and fields of specialization?

7.Is there a significant relationship between the respondents' levels of participation and motivation in engaged pedagogy?

Research Hypotheses

In alignment with the research objectives, the following hypotheses were formulated to guide the empirical investigation of this study:

Hypothesis 1: There is no significant difference in the respondents' overall level of participation in engaged pedagogy when grouped according to university and fields of specialization.

Hypothesis 2: There is no significant difference in the respondents' overall level of motivation in involving themselves in engaged pedagogy when grouped according to university and fields of specialization.

Hypothesis 3: There is no significant relationship between the respondents' levels of participation and motivation in engaged pedagogy.

Literature Review

This review focuses on some previous studies that are related to the constructs of Bell Hooks' engaged pedagogy, particularly those that tackle university students' participation and motivation inside and outside the classroom.

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On Motivation. Cabraal (2022) and Carrasco, et al. (2020) observed that students interact meaningfully when they feel belongingness and being heard in a non-threatening classroom atmosphere especially when topics attempt to bring out the narratives of students. Further, inclusion in education means students are aware of the learning process, reflect on their learnings, and learn equally with the rest of the class. While the research of Moriña (2022) does not directly concern students' views, it showed that inclusivity is very beneficial to students, especially those with disabilities as trust is one of the values that the faculty should have. Student-centered learning approach using practical learning, various strategies, and consistent feedback is also found as a source of empowering students to actively participate.

Moreover, university students are well-motivated if they're given the autonomy to choose their focus and case studies when they are asked to write on a topic. Encouraging them to attend seminars is also one of the ways to increase their interactive skills. Inclusion is also demonstrated when students are allowed to determine, create, and evaluate course content (Lomer & Anthony-Okeke, 2019; Erickson et al., 2019).

In one of the studies conducted in Thailand, multiculturalism has been actively promoted especially in teaching English as a second language among marginalized students in the border areas where poverty and drug use are a common reality. In encouraging students to share their circumstances as a learning experience to gain English literacy, they have to be guided cautiously to build their self-confidence and motivation as they are not just learning to open up, but expressing themselves in a foreign language that they don't see as a priority (Khamratana & Adunyarittigun, 2021).

On Participation. Trinidad, et al. (2020) identified four classroom practices that were found to be engaging and effective are recitations, lectures where the teacher engages with the class, the use of real-life applications and examples, and the use of exercises and drills in the classroom. Slow and repetitive lectures were viewed as unengaging yet helpful in learning; meanwhile, those that were found to be both unengaging and ineffective were pure memorization, student reporting, graded recitations, and boring lectures. While the study was able to identify the preferences of students to learn, it lacks detailed contextualization on how they were done in the classroom, for instance, student reporting can be engaging when they are asked critical and reflection questions while other students can give comments or write their takeaways which can be used for other learning opportunities to discuss further those information that the teacher may find necessary to talk about.

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Cooperative learning is evident when students are involved in curriculum enhancement for higher interactions. In physics and online classes, the interaction went beyond curriculum involvement as the professors who avoided the lecture method utilized contextual learning, historical approach, media technology, interactive teaching, and other student-centered teaching methods such as just-in-time teaching (JiTT), engagement software, Socratic questioning, sharing experiences, revealing about one's self through their choices like poems, videos, art, etc., and providing support to one another using a self-made strategy called, "Check-in Meditation" (Hinds, 2021; Salaoru, 2020). Cooperative learning in a dance course also yielded highly interactive activities where students create their pedagogies by doing immersive and experiential learning with the aid of activities that promote collaborative, collegial, and cooperative learning values (McCabe, 2023).

Project-based learning in a form of community involvement also contributes to active participation among students. In a social work course, students go through three assignments. The first is to allow students to understand their involvement by getting them aware of the local context of their learning and field placements. Second, they learn how the research process is conducted including the use of interviews and observations, in class and assignments. The final requirement is to communicate their research to the community by disseminating information useful to the cause of the community. In between these requirements involve writing their reflections, attending community meetings, talking to the locals, and sharing their observations, to name a few (Postan-Aizik & Shdaimah, 2022).

On the other hand, project-based learning using social media can trigger both intrinsic and extrinsic motivation among students as divulged in the study of Oh et al. (2020). By requiring students to create their e-portfolios via Facebook, students' competence, autonomy, relatedness, and interest are heightened. Another interesting application of project based learning that exemplifies the construct of engaged pedagogy in industrial courses is fusing technical designs to that of social justice and causes. Donovan (2020) required students to "…imagine how a smart city designed for social justice could help re-present and re-work uneven flows of wealth, power, and privilege."

Needless to say, only a few recent studies conducted in Thailand on cooperative and/or problem-based learning that are indirectly conceptualized from the principles of engaged pedagogy are reviewed.

In cooperative learning among university students, Buaphan (2023) imparted that students in the English reading class interact better in group activities that allow them to exchange opinions,

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share ideas and knowledge, help each other, and unpack problems. The same results were found in the studies of Khampool and Chumworatayee (2023) and Li, et al. (2023) on English reading and Mathematics pedagogies, respectively. The use of cooperative learning in its essential purpose encourages student-to-student interaction; however, the level of interaction about critical thinking and self-reflection depends on the academic objectives of the subjects, which sometimes do not exemplify how teachers and students deeply and freely engage for their self-actualization and social empowerment, which is the intention of engaged pedagogy.

The use of problem-based learning among university students has been gaining recognition despite only some Thai professors opting to add them to their teaching methodologies as implied in the study of Chaiyasit, et al. (2023) where they found that problem-based learning suits well for self-directed learning as they observed that students who were given the autonomy to choose their learning pathways increased their efficiency, collaborativeness, and problem-solving skills. To increase students' learning management skills, the problem-based learning approach was used to design activities that allowed students to engage in the learning experience to solve real-life problems. In the process, they freely exchange ideas and critique each other's perspectives (Ranmechai & Poonputta, 2023).

In summary, the literature review reveals that different active learning strategies and teaching methodologies are pivotal to engaged pedagogy as its application to education is multifarious. It also points out that the implications and parts of the findings of the previous studies are merely reflections of each construct of Bell Hooks' engaged pedagogy. Further, no specific study deals with assessing university students' level of participation and motivation in engaged pedagogy. Thus, this current study reiterates the importance of establishing what engaged pedagogy is in relation to university students' self-assessment on their level of motivation that covers statements of aspirations, ideals, and support in the realms of inclusivity, multiculturalism, and empowerment, and their level of participation that seeks to ascertain their involvement in tasks, activities, interactions, and roles that are representational of problem-based and cooperative learning of engaged pedagogy.

Research Methodology

This section covers the study's research design, respondents, data gathering procedures, statistical tools, and data analysis.

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Research Design

The study utilized descriptive-correlative quantitative research using a self-made questionnaire to survey university students' levels of participation and motivation in engaged pedagogy.

Respondents

The respondents of this study were a total of 128 students from the two Thai private universities in Chonburi province that offer International and English Programs, which were coded as TPU1 and TPU2. The response rate was only at 23%. The frequency and percentage of distribution of the respondents who voluntarily submitted complete survey forms are presented.

Table 1 Frequency and Percentage Distribution of Respondents at TPU1

Specializations	F	%
Accounting, Finance, and Investment	12	17.65
Digital Marketing and Branding	5	7.35
Hospitality Industry Management	5	7.35
International Business	18	26.47
Logistics Management	28	41.18
Total	68	100.00

A total of 68 students of TPU1 in the Faculty of Management Sciences (English Program) submitted their survey responses voluntarily. Some specific degrees were grouped accordingly to facilitate concise statistical analysis and interpretation. The majority of the respondents are taking Logistics Management degrees.

Table 2 Frequency and Percentage Distribution of Respondents at TPU2

Specializations	F	%
Digital Marketing and Branding	4	6.67
Hospitality Industry Management	15	25.00
International Business	16	26.67
Logistics Management	14	23.33
Other Management	11	18.33
Total	60	100.00

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Sixty students of the International College of TPU2 submitted their survey responses voluntarily. Some specific degrees were grouped accordingly to facilitate concise statistical analysis and interpretation. The "Other Management" category refers to the Bachelor of Business Administration Program in Holistic Health and Wellness Management, the Bachelor of Arts Program in International Human Resources, and the Bachelor of Arts Program in Global Business Communication. No respondents for the Bachelor of Business Administration Program in Finance submitted any survey forms. The slight majority of the respondents are from the International Business group.

Instrumentation

The 20–item self-made questionnaire had two major parts. Initially, a checklist was provided for students to mark their university and specializations (programs). Thereafter, the questionnaire provided a 10-item indicator for the level of participation followed by another 10-item indicator for the level of motivation. The indicators were designed in the context of students' participation and motivation in engaged pedagogy. The level of motivation covers statements of aspirations, ideals, and support in the realms of inclusivity, multiculturalism, and empowerment, and the level of participation covers involvement in tasks, activities, interactions, and roles that are representative of problem-based and cooperative learning of engaged pedagogy.

The reliability of the questionnaire was examined using Cronbach's α coefficient. The questionnaire was pilot-tested among university students across Bangkok who are enrolled in any related courses that use EMI. Table 3 presents the result of the internal consistency of the pilot-tested questionnaire.

Table 3 Result of the Internal Consistency of the Instrumentation

Variable	Cronbach's Alpha	Interpretation
Participation	0.94	Excellent
Motivation	0.97	Excellent

Cronbach's Alpha was used to measure the internal consistency of the respondents' level of participation and motivation in engaged pedagogy. Each variable consists of 10 statements which can be answered using a 4-point Likert scale where 1 is the lowest and 4 is the highest. The table above shows that both participation (α=0.94) and motivation (α=0.97) have excellent levels of internal consistency based on a sample of 67 respondents.

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Data Gathering Procedures

The procedures for gathering data started with seeking the approval and permission of the University Council, and the Ethics Committee to use the questionnaire and administer the survey, which were collected for tabulation. The questionnaire was digitally accessed via Google Forms. The survey QR Code and link was distributed in different ways by putting the link in the students' online platforms and portals, and after their class time during school visit. For ethical considerations, the respondents were reminded that the survey was voluntary and they could withdraw anytime. They were also informed that all information provided in the survey was strictly confidential and that the data were used solely for the study. Those filled-out surveys would be discarded a year after the conduct of this study. The researcher then collated the results of the survey using statistical procedures.

Statistical Tools and Data Analysis

Appropriate statistical tools to address the specific problems of the study were used, and the data obtained were organized, tabulated, computed, analyzed, and interpreted. For the statistical interpretation of the data, frequency count, percentage, weighted mean, ANOVA with Welch's correction (ANOVA with unequal variance), and Pearson correlation coefficient (r) were utilized. The SPSS was employed to ensure the validity of the results. The respondents' levels of participation and motivation were determined using a 4-point scale.

Relative Value	Statistical Limit	Interpretation
4	3.51-4.00	Very High
3	2.51-3.50	High
2	1.51-2.50	Moderately Low
1	1.00-1.50	Low

Results

This section presents the findings of the study on the respondents' level of participation in engaged pedagogy, their level of motivation in involving themselves in engaged pedagogy, their levels of participation and motivation when grouped according to their universities and fields of specialization, significant differences on their levels of participation and motivation when grouped according to their universities and fields of specialization, and significant relationship between participation and motivation in engaged pedagogy.

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Respondents' Level of Participation in Engaged Pedagogy

Table 4 Level of Participation of Respondents at TPU1

Indicators	Mean	Description	Rank
I ask questions and clarifications about any subject-related topics to my teachers.	3.07	High	6
I share my ideas and experiences in class discussions.	3.15	High	3.5
I share my views in pair or group discussions.	3.28	High	1
I express my ideas and experiences freely in any essay writing task.	3.15	High	3.5
I talk about the assigned topics that I researched, and I can also share my opinion and experience about them during oral presentations.	3.06	High	8
I talk and/or consult my teachers or advisers about my concerns related to my subjects whenever possible.	3.12	High	5
I give feedback on my learning expectations and experience to my teachers in any way possible.	2.84	High	9
I join forums, seminars, clubs, and other outdoor learning opportunities to share my views on topics and issues openly and freely.	2.82	High	10
I interact openly and freely with my teachers and classmates inside and outside the classroom.	3.25	High	2
I collaborate with the community to complete any assigned projects if needed.	3.10	High	7

The respondents at TPU1 have a high level of participation in engaged pedagogy particularly on two indicators that were ranked first and second: "I share my views in pair or group discussions." and "I interact openly and freely with my teachers and classmates inside and outside the classroom." On the other hand, in terms of ranking, two indicators were rated lower than the others: "I join forums, seminars, clubs, and other outdoor learning opportunities to share my views on topics and issues openly and freely," and "I give feedback on my learning expectations and experience to my teachers in any way possible." While these two indicators

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are at a high scale, it implies that the program has to encourage its students to attend and participate actively in any outdoor learning experiences.

While giving feedback to teachers can be cultural like in the case of Thai culture where Thai people usually avoid giving negative feedback so as not to "lose someone's face," it is necessary to provide a non-threatening and embarrassing avenue where both teachers and students can discuss improving the teaching and learning process. Cabraal (2022) explained that a healthy and open discussion in a comfortable learning atmosphere supports students' confidence in expressing themselves freely.

Table 5 Level of Participation of Respondents at TPU2

Indicators	Mean	Description	Rank
I ask questions and clarifications about any subject-related topics to my teachers.	3.03	High	6
I share my ideas and experiences in class discussions.	3.07	High	4
I share my views in pair or group discussions.	3.32	High	1
I express my ideas and experiences freely in any essay writing task.	3.13	High	2
I talk about the assigned topics that I researched, and I can also share my opinion and experience about them during oral presentations.	3.02	High	7
I talk and/or consult my teachers or advisers about my concerns related to my subjects whenever possible.	3.10	High	3
I give feedback on my learning expectations and experience to my teachers in any way possible.	2.77	High	9
I join forums, seminars, clubs, and other outdoor learning opportunities to share my views on topics and issues openly and freely.	2.57	High	10
I interact openly and freely with my teachers and classmates inside and outside the classroom.	3.05	High	5
I collaborate with the community to complete any assigned projects if needed.	2.98	High	8

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The respondents in TPU2 have a high level of participation in engaged pedagogy particularly on two indicators that are highest ranked: "I share my views in pair or group discussions." and "I express my ideas and experiences freely in any essay writing task." Interestingly, the same indicators that are ranked the lowest among the respondents at Kasetsart University are found to be similar among the respondents at Burapha University. This finding supports the earlier established implication. Nevertheless, the respondents' high level of engaged pedagogy through writing supports the findings of Carrasco, et al. (2020) that allowing students to give their points of view about issues facilitates reflective learning.

Respondents' Overall Level of Participation in Engaged Pedagogy According to University and Fields of Specialization

Table 6 Overall Level of Participation According to the University

Universities	Mean	Description
TPU1	3.08	High
TPU2	3.00	High
Overall	**3.05**	**High**

The respondents from the two universities exhibit an overall high level of participation in engaged pedagogy according to the ten indicators although it appears that the respondents at TPU1 demonstrate a slightly higher level of participation compared to their counterparts in TPU2

Table 7 Overall Level of Participation According to TPU1's Field of Specialization

Fields of Specialization	Mean	Description
Accounting, Finance, and Investment	2.58	High
Digital Marketing and Branding	3.42	High
Hospitality Industry Management	3.26	High
International Business	3.18	High
Logistics Management	3.15	High
Overall	**3.08**	**High**

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The results showed that the respondents who are taking Digital Marketing and Branding degrees perceived their level of participation in engaged pedagogy as higher than those in other fields of specialization. Although all respondents showed high levels of participation, respondents who specialize in Accounting, Finance, and Investment require more opportunities where they can be more engaged with their peers and teachers.

Table 8 Overall Level of Participation According to TPU2's Field of Specialization

Fields of Specialization	Mean	Description
Digital Marketing and Branding	3.38	High
Hospitality Industry Management	3.05	High
International Business	3.11	High
Logistics Management	2.84	High
Other Management	2.85	High
Overall	**3.00**	**High**

Similarly, the respondents who specialize in Digital Marketing and Branding have the highest level of participation in engaged pedagogy as perceived; however, those who specialize in Logistics Management and Other Management need more learning opportunities where they can enhance their active participation by way of freely expressing their ideas, feelings, and experiences in any ways possible.

Significant Difference in Respondents' Overall Level of Participation in Engaged Pedagogy According to University and Fields of Specialization

Table 9 Significant Difference in Respondents' Overall Level of Participation in Engaged Pedagogy When Grouped According to University

Universities	Mean	p-value	Decision
TPU1	3.08	0.4416	Accept Ho
TPU2	3.00		

The obtained p-value of 0.4416 indicates the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of participation in engaged pedagogy when grouped according to university. It implies that regardless of the respondents' universities, such a variable is not a determining factor of their perceived level of participation in engaged pedagogy.

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Table 10 Significant Difference in Respondents' Overall Level of Participation in Engaged Pedagogy When Grouped According to TPU1's Fields of Specialization

TPU1 - Fields of Specialization	Mean	p-value	Decision
Accounting, Finance, and Investment	2.58		
Digital Marketing and Branding	3.42		
Hospitality Industry Management	3.26	0.0661	Accept Ho
International Business	3.18		
Logistics Management	3.15		

The garnered p-value of 0.0661 results in the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of participation in engaged pedagogy when grouped according to their fields of specialization. It implies that regardless of the respondents' field of specialization in TPU1, such a variable is not a determining factor of their perceived level of participation in engaged pedagogy.

Table 11 Significant Difference in Respondents' Overall Level of Participation in Engaged Pedagogy When Grouped According to TPU2's Fields of Specialization

TPU2 - Fields of Specialization	Mean	p-value	Decision
Digital Marketing and Branding	3.38		
Hospitality Industry Management	3.05		
International Business	3.11	0.3607	Accept Ho
Logistics Management	2.84		
Other Management	2.85		

The obtained p-value of 0.3607 shows the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of participation in engaged pedagogy when grouped according to their fields of specialization. It implies that regardless of the respondents' field of specialization in TPU2, such a variable is not a determining factor of their perceived level of participation in engaged pedagogy. Consequently, this result supports the finding with that of TPU1.

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Table 12 Level of Motivation of Respondents at TPU1

Indicators	Mean	Description	Rank
I am motivated to join class discussions as I can freely and openly share my views and experience on any subject-related topic.	3.22	High	8
I am motivated to express my ideas and opinions as I am also given the freedom to express them in writing.	3.26	High	5.5
I am motivated to interact with my teachers and classmates inside and outside the classroom so I can develop the confidence and freedom to express my thoughts.	3.12	High	10
I am motivated to participate in group tasks as my opinions, ideas, and experiences are accepted by my classmates.	3.28	High	4
I am motivated to learn as my teachers provide different methods of learning my subjects (i.e. problem-based and cooperative learning).	3.26	High	5.5
I am motivated to gain new knowledge as my subjects combine learnings from different subjects and fields of interest.	3.31	High	3
I am motivated to take on big projects or assignments as I can get support from the community.	3.15	High	9
I am motivated to learn as I am academically challenged to meet the high standards of my university.	3.35	High	1
I am motivated to stay true to myself whenever I learn as my university supports inclusivity.	3.32	High	2
I am motivated to learn at my university as it supports multiculturalism.	3.25	High	7

The respondents at TPU1 demonstrate a high level of motivation in involving themselves in engaged pedagogy. The top two indicators are "I am motivated to learn as I am academically challenged to meet the high standards of my university." and "I am motivated to stay true to myself whenever I learn as my university supports inclusivity." These findings imply that the respondents are highly motivated by their university's high academic standards and policy on inclusivity.

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On the other hand, the two lowest-ranked indicators that may require attention are: "I am motivated to take on big projects or assignments as I can get support from the community." and "I am motivated to interact with my teachers and classmates inside and outside the classroom so I can develop the confidence and freedom to express my thoughts." Despite the respondents' high level of motivation as perceived, getting more support from the community and having more interaction inside and outside the classroom have to be put into consideration when designing worthwhile activities that facilitate not just knowledge acquisition, but also establishing connections among the community members and stakeholders of the university.

Postan-Aizik and Shdaimah (2022) suggested three assignments to enhance students' involvement with their communities: understand what it means to involve the community in their field of specialization, use research procedures like observation and interviews to tackle aspects of community involvement, and communicate their research findings to the community. In other words, conducting research that is highly significant to the local community has to be fused with selected subjects.

Table 13 Level of Motivation of Respondents at TPU2

Indicators	Mean	Description	Rank
I am motivated to join class discussions as I can freely and openly share my views and experience on any subject-related topic.	2.98	High	9
I am motivated to express my ideas and opinions as I am also given the freedom to express them in writing.	3.00	High	8
I am motivated to interact with my teachers and classmates inside and outside the classroom so I can develop the confidence and freedom to express my thoughts.	3.07	High	5
I am motivated to participate in group tasks as my opinions, ideas, and experiences are accepted by my classmates.	3.22	High	3
I am motivated to learn as my teachers provide different methods of learning my subjects (i.e. problem-based and cooperative learning).	3.02	High	7

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Table 13 Level of Motivation of Respondents at TPU2 (Continued)

Indicators	Mean	Description	Rank
I am motivated to gain new knowledge as my subjects combine learnings from different subjects and fields of interest.	3.20	High	4
I am motivated to take on big projects or assignments as I can get support from the community.	2.95	High	10
I am motivated to learn as I am academically challenged to meet the high standards of my university.	3.05	High	6
I am motivated to stay true to myself whenever I learn as my university supports inclusivity.	3.27	High	1.5
I am motivated to learn at my university as it supports multiculturalism.	3.27	High	1.5

The respondents in TPU2 exhibited a high level of motivation in involving themselves in engaged pedagogy. Equally rated with the highest scales are the two indicators: "I am motivated to stay true to myself whenever I learn as my university supports inclusivity." and "I am motivated to learn at my university as it supports multiculturalism." These findings imply that the university's strong policies on inclusivity and multiculturalism are facilitating the respondents' motivation to genuinely experience a good balance between doing their studies and developing their personalities. This finding supports the study of Moriña (2022) where inclusivity is beneficial to students with different backgrounds and circumstances.

Meanwhile, two indicators may require attention: "I am motivated to take on big projects or assignments as I can get support from the community." and "I am motivated to join class discussions as I can freely and openly share my views and experience on any subject-related topic." Establishing ways how to involve the respondents and the community in achieving stronger interaction among them is one of the possibilities for creating more networks of real-life learning engagement. Finally, providing non-judgemental sessions in sharing ideas and experiences during class discussion has to be elevated and frequent to pave the way for more freedom and open engagement.

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Table 14 Overall Level of Motivation According to the University

Universities	Mean	Description
TPU1	3.25	High
TPU2	3.10	High
Overall	**3.18**	**High**

The respondents in both universities demonstrate an overall high level of motivation in involving themselves in engaged pedagogy based on the ten indicators. Respondents at TPU1 have a slightly higher level compared to their counterparts at TPU2

Table 15 Overall Level of Motivation According to TPU1's Field of Specialization

Fields of Specialization	Mean	Description
Accounting, Finance, and Investment	2.79	High
Digital Marketing and Branding	3.58	Very High
Hospitality Industry Management	3.70	Very High
International Business	3.26	High
Logistics Management	3.31	High
Overall	**3.25**	**High**

Distinguishably, the respondents at TPU1 who major in Digital Marketing and Branding, and Hospitality Industry Management have a very high level of motivation in involving themselves in engaged pedagogy. Meanwhile, while the respondents who specialize in Accounting, Finance, and Investment exhibit a high level of motivation, it is necessary to determine and assess some factors that may affect their level of motivation as the results showed that their overall mean is the lowest among other fields of specialization.

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Table 16 Overall Level of Motivation According to TPU2's Field of Specialization

Fields of Specialization	Mean	Description
Digital Marketing and Branding	3.55	High
Hospitality Industry Management	3.11	High
International Business	3.32	High
Logistics Management	2.96	High
Other Management	2.79	High
Overall	**3.10**	**High**

The respondents at TPU2 have a high level of motivation to involve themselves in engaged pedagogy. However, it is also necessary to determine and assess some factors that may affect the level of motivation of those respondents who specialize in the "Other Management" category (Bachelor of Business Administration Program in Holistic Health and Wellness Management, Bachelor of Arts Program in International Human Resources, and Bachelor of Arts Program in Global Business Communication) as the results showed that their overall mean is the lowest among other fields of specialization.

Significant Difference in Respondents' Overall Level of Motivation in Involving Themselves in Engaged Pedagogy According to University and Fields of Specialization

Table 17 Significant Difference in Respondents' Overall Level of Motivation in Engaged Pedagogy When Grouped According to University

Universities	Mean	p-value	Decision
TPU1	3.25	0.1257	Accept Ho
TPU2	3.10		

The obtained p-value of 0.1257 indicates the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of motivation in involving themselves in engaged pedagogy when grouped according to university. It implies that regardless of the respondents' universities, such a variable is not a determining factor of their perceived level of motivation.

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Table 18 Significant Difference in Respondents' Overall Level of Motivation in Engaged Pedagogy When Grouped According to TPU1's Fields of Specialization

Fields of Specialization	Mean	p-value	Decision
Accounting, Finance, and Investment	2.79		
Digital Marketing and Branding	3.58		
Hospitality Industry Management	3.70	0.0582	Accept Ho
International Business	3.26		
Logistics Management	3.31		

The garnered p-value of 0.0582 results in the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of motivation in involving themselves in engaged pedagogy when grouped according to their fields of specialization. It implies that regardless of the respondents' field of specialization in TPU1, such a variable is not a determining factor of their perceived level of motivation.

Table 19 Significant Difference in Respondents' Overall Level of Motivation in Engaged Pedagogy When Grouped According to TPU2's Fields of Specialization

Fields of Specialization	Mean	p-value	Decision
Digital Marketing and Branding	3.55		
Hospitality Industry Management	3.11		
International Business	3.32	0.0337	Accept Ho
Logistics Management	2.96		
Other Management	2.79		

The obtained p-value of 0.0337 shows the acceptance of the null hypothesis. This means that there is no significant difference in the respondents' level of motivation in involving themselves in engaged pedagogy when grouped according to their fields of specialization. It implies that regardless of the respondents' field of specialization in TPU2, such a variable is not a determining factor of their perceived level of motivation. Consequently, this result supports the finding with that of TPU1.

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Significant Relationship Between Level of Participation and Level of Motivation in Engaged Pedagogy

Table 20 Significant Relationship Between Level of Participation and Level of Motivation in Engaged Pedagogy

	Participation		
	r	p-value	Decision
Motivation	0.80	<0.001	Reject Ho

The obtained probability value of <0.001, which leads to the rejection of the null hypothesis means that there is a significant relationship between the level of participation and level of motivation in engaged pedagogy. The obtained r value of 0.80 indicates a very high positive correlation, which means that the two variables are highly and positively correlated. This means that the higher the level of participation in engaged pedagogy, the higher the level of motivation in involving oneself in engaged pedagogy. It further implies that increasing students' participation in engaged pedagogy inside and outside the classroom may result in an increased motivation to involve themselves in engaged pedagogy.

Implications and Future Research

The findings of this study imply that students' participation in engaged pedagogy and their involvement in it are self-initiated rather than affected by the types of universities and fields of specialization. However, students can be more engaged inside and outside the classroom when the learning tasks, activities, interactions, and roles are designed to promote problem-solving and cooperative learning skills that do not downplay inclusivity, multiculturalism, and empowerment. The university policies on engaged pedagogy, inclusivity, multiculturalism, and empowerment motivate students to "find their voices and capture their experiences" in a supportive campus environment. Further, universities that uphold the principles of engaged pedagogy increase their students' level of participation and motivation, which suggests that university professors have to be constantly encouraged to provide learning opportunities that foster an open and free flow of opinions, experiences, and ideas inside and outside the classroom.

For future research, a qualitative research methodology on participation and engagement in engaged pedagogy is highly recommended to provide stronger evidence-based conclusions.

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