

Exploring The Engagement of Senior High School Teachers in Community Extension Services

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Abstract — This study explored the motivations and level of engagement of senior high school teachers in community extension services (CES) across the University of Perpetual Help System – DALTA campuses. Employing a mixed-methods research design, the study combined qualitative insights from open-ended interviews with quantitative data gathered through structured survey instruments. The primary objective was to identify the factors influencing faculty participation in CES and to determine whether significant relationships exist between motivation and engagement. Qualitative findings revealed that teachers perceive community as more than a geographical space, describing it as a shared identity rooted in empathy, compassion, and a desire to serve. Participants reported that CES involvement was deeply fulfilling, often driven by personal values, faith, and institutional encouragement. Teachers emphasized their roles as role models and change agents, with CES contributing to their professional growth, improved relationships, and sense of purpose. Challenges such as resource limitations and logistical barriers were mitigated through creativity, collaboration, and institutional support.

Quantitative analysis showed that most respondents were young adults with limited tenure and bachelor's degrees. Respondents demonstrated high levels of motivation across intrinsic, extrinsic, autonomous, and controlled dimensions, with autonomous motivation emerging as the strongest driver. Engagement levels were moderate overall, with highest participation in education-related and psychosocial activities, and lowest in livelihood-related programs. A Pearson correlation analysis revealed a moderate, statistically significant relationship between motivation and engagement ($r = 0.58$, $p < .001$), indicating that more motivated teachers were more engaged in CES.

The study concludes that faculty involvement in CES is holistically motivated and significantly contributes to both personal and professional development. It recommends enhanced institutional support, structured professional development, inclusive engagement strategies, and recognition systems to sustain and expand faculty participation in community-based initiatives.

Keywords — *Community Extension Services, Faculty Engagement, Motivations*

I. Introduction

Community extension services play a vital role in advancing the United Nations Sustainable Development Goals (UN SDGs) by turning global priorities into meaningful local action. These services address critical issues such as poverty, hunger, health, education, gender

equality, access to clean water, affordable energy, and economic growth (Adlam, 2021). They also support sustainable practices in consumption, production, and infrastructure, helping build more resilient cities and communities. Beyond that, they contribute to environmental conservation, promote climate action, reduce inequalities, and foster peace and justice through collaboration with government agencies, NGOs, and private sector partners. By empowering individuals and improving overall living conditions, community extension services help create more inclusive, resilient, and sustainable communities.

The importance of higher education institutions (HEIs) in promoting community engagement is emphasized, especially through the implementation of CHED Memorandum Order No. 08, s. 2010, which mandates the integration of extension functions into the core mission of HEIs in accordance with Republic Act No. 7722, or the Higher Education Act of 1994. The order highlights the need to recognize outstanding programs, encourage responsive extension work, and elevate appreciation for community engagement among institutions.

The study focuses on the motivations—both intrinsic and extrinsic—behind faculty participation in community extension initiatives. Santiago et al. (2022) emphasize that motivations go beyond institutional requirements; faculty involvement is often rooted in personal values, professional goals, and a genuine desire to support community well-being. The study also acknowledges how organizational culture and external factors influence participation levels and the effectiveness of such programs.

Historically, the development of community extension programs in the Philippines has been supported by government policies, such as the establishment of the Department of Local Government and Community Development in the 1950s, and further reinforced by the Education Act of 1982, the Philippine Constitution of 1987, and Republic Act 8292 or the Higher Education Modernization Act of 1997 (Santiago et al., 2022). These laws laid the groundwork for the institutionalization of community-based programs in state universities and colleges.

The University of Perpetual Help System-DALTA (UPHSD), established in 1975, has aligned its institutional vision with national policy by embedding community extension into its four-fold function: instruction, research, ICT, and community engagement. Guided by its motto, “Character Building is Nation Building,” UPHSD’s extension programs aim to empower individuals and communities through sustainable partnerships and development-focused services. The programs target basic human needs—health, safety, education, and self-esteem—through activities driven by departmental expertise and aligned with the university’s broader strategic goals.

Moreover, as an ISO-accredited institution, UPHSD was recommended in its August 2023 audit to ensure that at least 80% of faculty and staff participate in community extension services. This aligns with the university’s quality policy on delivering relevant and inclusive services as part of its mission to act as “helpers of God.” This study, therefore, aims to explore the depth of faculty

motivation and involvement, particularly within the Senior High School Department, identifying factors that influence participation in community outreach activities initiated by the institution.

Self-Determination Theory of Motivation

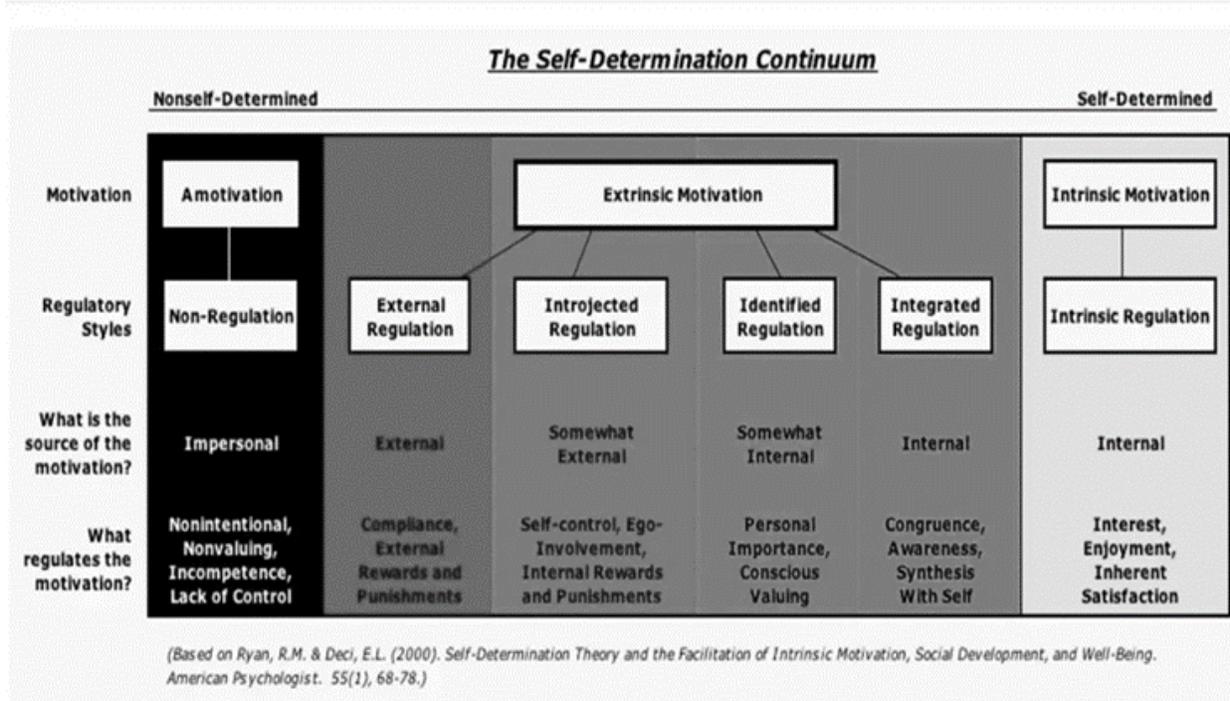


Figure 1. Self-Determination Theory of Motivation

As explained based totally on Ackerman, 2018, on the leftmost side of the spectrum is motivation, characterized by a lack of autonomy, an entire absence of drive, and vast difficulty in fulfilling any needs. Moving towards the proper, various tiers of extrinsic motivation emerge. One step beyond motivation lies in external regulations wherein motivation is external and governed utilizing adherence, conformity, and outside results like rewards and punishments. The subsequent level, referred to as introjected regulation, includes fairly external motivation, stimulated by using self-control, efforts to preserve self-esteem and internal consequences.

In identified regulation, motivation turns into quite internal, rooted in conscious values and private significance. Integrated regulation, the final level of extrinsic motivation, entails intrinsic resources and the preference for self-awareness shaping an individual's behavior. On the right of the continuum, individuals are encouraged through intrinsic sources. In intrinsic regulation, the individual is self-motivated, self-determined, and propelled by way of hobby, enjoyment, and the inherent satisfaction derived from the conduct or interest wherein they are involved (Ackerman, 2018).

The Self-Continuum Theory of Motivation posits that individuals' motivation ranges from intrinsic to extrinsic, with varying degrees of autonomy and internalization. In the context of teachers' engagement in community extension activities, this theory suggests that their motivation

can stem from personal interest and fulfillment (intrinsic), external rewards or pressures (extrinsic), or a lack of perceived relevance or value (amotivation). To enhance teachers' engagement in community extension, the researcher believes that institutions can focus on fostering intrinsic motivation by highlighting the meaningful impact of such activities, providing opportunities for autonomy and creativity, and offering support and recognition to enhance teachers' sense of competence and autonomy in these endeavors.

LITERATURE REVIEW

The reviews of review of literature and studies relevant to community extension services, teacher motivation, and the role of educational institutions in fostering community development. The Community Extension Services (CES) of the University of Perpetual Help System – DALTA serve as a vital platform for promoting physical, mental, and social well-being, particularly in economically disadvantaged areas in Las Piñas. These services involve the collaborative efforts of faculty, students, and staff, aiming to cultivate socially responsible individuals through hands-on community engagement and service-learning initiatives (Perpetual DALTA, n.d.; Seameo Innotech, n.d.).

The theoretical framework anchoring this review is the Self-Determination Theory (SDT), which posits that human motivation is driven by intrinsic and extrinsic factors and that individuals thrive when their basic psychological needs—autonomy, competence, and relatedness—are fulfilled. Intrinsic motivation refers to engaging in activities out of personal interest or enjoyment, while extrinsic motivation is influenced by external rewards or pressures (Ackerman, 2018; Cherry, 2022; Asana, 2023). The theory further distinguishes between autonomous motivation, which aligns with personal values and promotes well-being, and controlled motivation, which is shaped by external demands or expectations (Steel et al., 2021).

Literature on community development underscores its collaborative nature, emphasizing the active participation of community members in addressing social, economic, and political issues. Authors like Hasan (2022) and Christenson (2019) stress that sustainable development is rooted in collective action and empowerment, guided by principles such as social justice, inclusivity, and participatory democracy. Volunteerism, as discussed by Bloomerang (2024) and Segal and Robinsons (2024), plays a crucial role in supporting these initiatives, offering personal growth and a stronger sense of community belonging among those who serve.

Schools and teachers are recognized as central agents in community involvement. Spark (2022) highlights that when schools engage families and community stakeholders, students benefit academically and socially. Teachers, in particular, serve as key facilitators in linking school-based learning with real-world experiences. Their participation in community extension activities not only enriches instructional practices but also models civic responsibility and empathy for students.

The engagement of teachers in community extension work is shaped by various motivational factors, both intrinsic and extrinsic. According to Santiago et al. (2022), a genuine

passion for helping others remains the most critical motivator. However, organizational culture, professional development opportunities, and recognition also play influential roles. Effective extension programs are characterized by structured planning, continuous evaluation, and strong partnerships across institutions, government agencies, and civil society organizations (Corpuz et al., 2022; Little, 2020).

Leadership qualities and competencies are equally important in the success of community extension efforts. Nicolas et al. (2021) emphasize that extension leaders must possess not only technical skills but also personal attributes such as commitment, empathy, and collaborative decision-making. These competencies enhance the delivery and impact of programs while promoting inclusivity and sustainability. However, studies also reveal challenges in implementation, including limited resources, time constraints, and resistance from both community members and academic institutions (Adekalu et al., 2018; Calimpos et al., 2023).

To address these evolving needs, the development of strategic plans for community extension services within senior high schools has become increasingly necessary. As Gudith (2023) and Yan (2023) explain, such plans enable schools to align their programs with both educational reforms and community demands, ensuring effective resource management and continuous improvement. Overall, the literature points to the importance of understanding teachers' motivations and experiences in community extension work, not only for enhancing program effectiveness but also for contributing to the broader goal of inclusive and sustainable community development.

STATEMENT OF THE PROBLEM

This study is focused on the engagement of Senior High School Teachers in Community Extension Services Activities. Specifically, it aimed to answer the following:

Qualitative Questions:

1. How do the co-participants describe their experiences in the Community Extension Services Activities?
2. What themes emerged from the significant experiences of the co-participants in their engagement in the Community Extension Services Activities?
3. What indicators which were drawn from the emergent themes may be used to assess the motivation and engagement of the respondents in CES activities?

Quantitative Questions:

1. What is the demographic profile of the respondents according to:
 - a. age;

- b. length of service;
 - c. designation; and
 - d. educational attainment?
2. What is the level motivation of of the respondents in their involvement in the different activities of the community extension services office of the University of Perpetual Help System – DALTA campuses?
3. What is the level of engagement of the respondents in community extension services activities of the University of Perpetual Help System – DALTA Campuses according to:
 - a. Health;
 - b. Education;
 - c. Livelihood;
 - d. Psychosocial;
 - e. Environmental;
 - f. Risk Reduction and Disaster Management; and
 - g. Sports and Wellness?
4. Is there a significant difference in the level of engagement of the respondents in CES activities when grouped according to profile?
5. Is there a significant relationship between motivation and engagement?

Based on the findings, what output may be proposed?

II. Methodology

The study utilized a mixed-method research design, specifically the exploratory sequential method. As defined by Shiyanbola et al. (2021), this approach begins with the collection and analysis of qualitative data, followed by the development and distribution of a quantitative instrument based on the initial findings. The qualitative phase served as the foundation for formulating a structured survey aimed at determining the motivation and level of engagement of Senior High School (SHS) faculty members in the Community Extension Services (CES) programs across the University of Perpetual Help System – DALTA campuses in Las Piñas, Molino, and Calamba.

The population consisted of 151 SHS faculty members across the three campuses. For the qualitative phase, six co-participants were selected through purposive sampling, based on predefined criteria: active involvement in CES activities, current or past roles as CES Coordinators or Moderators, a teaching tenure of three to five years, and current affiliation with the SHS department. As noted by Nikolopoulou (2021), purposive sampling involves selecting participants who meet specific characteristics relevant to the research objectives. The quantitative phase employed total enumeration sampling, where the entire population was targeted for the survey distribution. However, only 41 responses were obtained and included in the analysis. Mizuno (2021) describes total enumeration as a method where all members of a defined population are included in the study to ensure comprehensive data coverage.

For the validation and reliability testing of the research instruments, the qualitative questionnaire was reviewed by the researcher's adviser for content accuracy and was further validated by faculty members of the Graduate School of Education. The initial content of the quantitative survey was based on the results from the qualitative interviews. This draft was also checked by the researcher's adviser and later forwarded to the same graduate faculty for further validation and reliability assessment.

The qualitative data were analyzed using thematic analysis as proposed by Braun and Clarke (2006). This method was employed to identify, analyze, and interpret patterns and themes within the interview data. The analysis involved multiple steps: familiarization with the data, generating initial codes, identifying potential themes, refining and defining these themes, and finally, reporting them using selected excerpts to illustrate key points. This process provided an in-depth understanding of the motivations and levels of engagement among SHS teachers in CES programs.

For the quantitative data analysis, the study used descriptive and inferential statistics. Frequency and percentage were applied to describe respondents' profiles in terms of age, length of service, designation, and educational attainment. A four-point Likert scale was utilized to measure both motivation and engagement. For motivation: 1 = not manifested at all, 2 = slightly manifested, 3 = moderately manifested, and 4 = highly manifested. For engagement: 1 = not engaged at all, 2 = slightly engaged, 3 = moderately engaged, and 4 = highly engaged. Mean scores were calculated for both constructs. Additionally, Analysis of Variance (ANOVA) was used to determine whether there were significant differences in levels of engagement when grouped according to demographic variables.

This structured and multi-phased approach ensured a comprehensive investigation into the factors influencing faculty participation in community extension activities, combining the depth of qualitative insights with the breadth of quantitative data.

III. Results and Discussion

This dissertation investigates the motivation and level of engagement of Senior High School (SHS) faculty in the Community Extension Services (CES) programs of the University of Perpetual Help System – DALTA across its three campuses: Las Piñas, Molino, and Calamba. Using a mixed-method exploratory sequential design, it first gathered qualitative insights from faculty members with direct CES experience, which then informed the creation of a quantitative survey instrument distributed to all SHS faculty.

The study focused on identifying the intrinsic and extrinsic motivations behind faculty participation, the barriers that affect their engagement, and how different demographic factors (e.g., age, tenure, designation) relate to their involvement. The findings aim to provide a clearer understanding of how faculty perceive their roles in community engagement and what factors either encourage or hinder their active participation.

Qualitative

1. Participants in the qualitative phase defined community not solely in terms of geography but through shared beliefs, emotional connections, and a sense of belonging. For the SHS faculty, engagement in Community Extension Services (CES) is deeply rooted in empathy and a genuine desire to make a positive difference in others' lives. This finding shows that teachers perceive their work in CES as a meaningful extension of their teaching profession and personal values. Their motivations are not limited to institutional expectations but reflect a strong personal calling. In light of this, institutions are encouraged to foster this sense of commitment by building a culture that celebrates CES involvement—such as providing reflection spaces, storytelling sessions, and structured recognition programs to affirm and strengthen faculty members' motivation.
2. Many faculty members described their participation in CES as deeply rewarding, particularly when working with marginalized groups like persons with disabilities or communities in remote areas such as Mindoro. These experiences offered a sense of fulfillment that went beyond professional responsibilities. For many, their participation was shaped by personal values, faith, and moral responsibility, viewing CES as part of their identity as educators and community leaders. To harness and sustain this intrinsic motivation, institutions should invest in early-career mentorship and orientation programs that introduce CES not just as a duty, but as a meaningful and enriching aspect of a teacher's role in society.
3. Faculty participants reported gaining significant professional benefits from their involvement in CES. They noted improvements in leadership, communication, teamwork, and adaptability—skills that also translated into their classroom teaching. Furthermore, CES helped build stronger connections with students, colleagues, and the broader community, which in turn enhanced their teaching effectiveness. This demonstrates that

CES can serve as an avenue for continuous professional development. Therefore, it is recommended that institutions formally integrate CES into faculty development frameworks, recognizing it as a valid and valuable context for learning and growth. Programs can be designed to allow teachers to reflect on their CES experiences and translate them into classroom strategies and leadership practices.

4. Despite encountering several challenges such as limited resources and coordination issues, faculty members showed resilience and creativity in navigating these obstacles. What proved crucial was the presence of institutional support—even minimal assistance made a difference in keeping them engaged. When teachers feel supported and trusted, they are more willing to give their time and energy to community efforts. This suggests that barriers to participation are not always motivational but often logistical. As such, institutions should strengthen their support systems by providing clear guidelines, accessible funding, and dedicated coordination for CES initiatives. This will help minimize operational hurdles and empower teachers to focus on meaningful engagement with the community.
5. A recurring theme in the data was the need for long-term, inclusive, and well-structured CES initiatives. Faculty participants expressed the importance of continuous training, inclusive planning processes, and consistent implementation to avoid fragmented or one-off activities. This highlights that while teachers are motivated, program success depends on sustainability and alignment with broader institutional goals. Therefore, it is recommended that schools develop comprehensive CES plans that outline clear goals, timelines, and evaluation methods. These should include regular capacity-building workshops, structured collaboration with stakeholders, and inclusive mechanisms that involve all faculty—not just a select few—in the planning and execution of CES projects.
6. The use of open-ended, qualitative interviews allowed for a more nuanced understanding of teachers' motivations, challenges, and lived experiences in CES. Participants were able to share personal stories and reflections that revealed the depth of their commitment and the emotional weight of their involvement. These insights would not have surfaced in a purely quantitative approach. This validates the importance of incorporating qualitative tools in both research and program assessment. Institutions and program designers are encouraged to use reflective practices, interviews, and focus group discussions as part of their ongoing monitoring and evaluation of CES. Doing so ensures that programs remain grounded in the real experiences of educators and responsive to their evolving needs.

Quantitative

1. The demographic data revealed that most of the faculty respondents were young adults aged between 20 and 35, early in their teaching careers, and typically held a bachelor's degree. This finding suggests that younger faculty, despite having limited years of service, form the core group currently involved in Community Extension Services (CES). Their age

and early career stage present an opportunity for long-term engagement and sustained impact, especially if they are given proper institutional support and development opportunities. Targeted strategies to nurture this demographic—such as continuous mentoring, exposure to diverse CES projects, and leadership roles—can help develop their commitment over time and build a more experienced, future-ready extension workforce.

2. The analysis showed consistently high levels of motivation across all four measured dimensions: intrinsic, extrinsic, autonomous, and controlled. Notably, autonomous motivation emerged as the strongest, indicating that many faculty members participate in CES because they find personal meaning and alignment with their values in doing so. This highlights that their motivation is not solely driven by rewards or requirements but by a genuine sense of purpose. The study further supports the conclusion that faculty motivation is multifaceted—rooted in emotional satisfaction, personal beliefs, career aspirations, and institutional encouragement. As a result, institutions are encouraged to design CES strategies that honor this complexity. Training programs, recognition systems, and leadership opportunities should reflect both the internal and external motivations of faculty, ensuring that CES involvement continues to feel both meaningful and rewarding.
3. Faculty engagement in CES was found to be moderate overall, with higher levels of involvement in education-focused and psychosocial programs. These areas naturally align with teachers' strengths and day-to-day professional experience. However, the data also revealed lower participation in livelihood-related activities, suggesting that these areas may be more challenging or unfamiliar for faculty. The activity type clearly influences participation, and those that fall outside teachers' comfort zones or expertise—such as entrepreneurship, income-generating projects, or skills training—may need targeted institutional support. It is recommended that schools develop specialized training, resource materials, and external partnerships for these underrepresented program areas to help faculty build the confidence and knowledge to participate more actively in livelihood-focused initiatives.
4. Results from the one-way ANOVA indicated no statistically significant differences in CES engagement when grouped by demographic variables such as age, tenure, or position. This suggests that CES participation is widely embraced across different faculty categories. The uniformity in engagement demonstrates a shared institutional culture and a common sense of purpose, regardless of background or role. While some might expect higher involvement from more experienced teachers or those in leadership roles, the findings reveal that younger and less-tenured faculty are just as engaged. Institutions should build on this by offering flexible, inclusive, and interdisciplinary CES opportunities that cater to all departments and faculty types—ensuring that every educator, regardless of designation, finds a place in the institution's community engagement framework.

5. A Pearson correlation analysis revealed a moderate, statistically significant relationship between faculty motivation and their level of CES engagement ($r = 0.58$, $p < .001$). This confirms that higher motivation is associated with greater participation in CES activities. In short, when teachers feel personally or professionally motivated, they are more likely to commit time, energy, and resources to extension work. This finding reinforces the importance of continuous assessment and responsive program design. To support this, institutions should make use of open-ended surveys, reflection tools, and even policy briefs to track faculty motivation and engagement patterns. These tools can help administrators and CES coordinators adjust strategies, improve alignment with faculty interests, and ensure programs remain relevant and impactful.

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