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Self-Determination and Academic Motivation among Nursing Students in their Transition to Face-to-Face Learning in Selected Higher Education in Quezon City, Philippines: A Sequential Explanatory Design

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ABSTRACT

Background: The COVID-19 pandemic has significantly impacted the educational landscape, leading to the adoption of virtual learning in the Philippines. **Purpose:** This study aimed to identify students' self-determination and academic motivation following virtual learning and their experiences transitioning to face-to-face learning in selected higher education institutions in Quezon City, Philippines. **Methods:** The study employed a Mixed-type research approach, specifically the Sequential Explanatory Research Design, with a sample size of 148 nursing students in District 5 in Quezon City. **Results:** A high level of self-determination was found among participants, significantly correlating the type of family. Three subscales were identified regarding academic motivation: Mastery, Performance Approach, and Performance Avoidance. Participants displayed high motivation in the Mastery subscale, moderate motivation in Performance Avoidance, and lower motivation in Performance Approach. The study established a strong association between self-determination and academic motivation, suggesting that a student with self-determination is likely to be academically motivated, while academic motivation can help develop self-determination. Qualitative analysis revealed three themes: Multifaceted Feelings, Transformative Shift, and Relational Pillars, illustrating the emotional complexities, physical and psychological changes, and the crucial role of support systems during the transition. **Conclusions:** The study highlights the importance of considering self-determination and academic motivation in understanding students' experiences during the transition to face-to-face learning. The findings provide insights into this transition's emotional and adaptive aspects, emphasizing the interconnectedness of personal relationships with academic resilience.

KEYWORDS

Self-Determination, Academic Motivation, Nursing Students, Transition, Face-to-Face Learning

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1. BACKGROUND

The transition from online to face-to-face learning is a crucial phase in the academic journey of higher education students post-COVID-19. Self-determination and academic motivation are critical factors in this transition, as they help students make choices and decisions aligned with their values, interests, and aspirations (Dubois et al., 2023). Self-determination skills include self-awareness, supported decision-making, self-advocacy, problem-solving, and goal setting (Davis et al., 2023). These components are essential for students' personal development and are influenced by beliefs, skills, and knowledge.

The COVID-19 pandemic has forced educational institutions worldwide to shift to online learning to continue providing education amidst the health crisis (Dhawan, 2020). Nursing schools have been challenged to provide innovative clinical experiences that allow for distance learning while maintaining the development of clinical reasoning and critical thinking skills (Ramos-Morcillo et al., 2020). Nursing students face unique challenges, particularly in their ability to interact with peers and instructors, which can impact their motivation and self-determination.

The educational system worldwide has undergone significant changes and adaptations in response to the challenges posed by COVID-19. In Canada, institutions have generally adopted a phased approach to the transition, gradually increasing the presence of face-to-face learning while maintaining flexibility and safety (Singh et al., 2021). In March 2021, the Philippines Commission on Higher Education (CHED) approved the re-opening of limited face-to-face classes among the 24 universities/colleges (Malipot, 2021). On September 28, 2021, President Rodrigo Roa Duterte approved the CHED's request for the expansion of limited face-to-face classes to other degree programs that require hands-on experience in higher education institutions, specifically students taking up medicine and other allied health courses under Modified General Community Quarantine (Comission on Higer Education of Philippnes, 2021).

Several issues relate to the research on self-determination and academic motivation among BS Nursing students during the transition to face-to-face learning in selected higher educational institutions in Quezon City, Philippines. Nursing students face unique challenges during the pandemic, particularly regarding limited opportunities

for hands-on training and clinical exposure. The transition to online learning has also affected their ability to interact with peers and instructors, which can impact their motivation and self-determination (Chiu, 2023).

A possible research gap in the need to examine how self-determination, or the degree to which students feel autonomous and self-directed in their learning, influences their motivation and engagement in the nursing program (Grande et al., 2022). Factors influencing self-determination and academic motivation may vary across nursing programs and educational institutions (Messineo et al., 2019).

The COVID-19 pandemic has significantly impacted the educational landscape and caused major disruptions in traditional learning methods. As such, nursing students need to understand the challenges and opportunities presented by the transition back to face-to-face learning (Alkhnbashi et al., 2024). The present study focused on identifying the students' self-determination and academic motivation following virtual learning in selected higher education in Quezon City, Philippines. The study's essential results and findings will help identify the factors affecting nursing students' goal-setting, academic motivation, and self-determination during the transition to face-to-face learning, helping them find effective goal-setting strategies to help them achieve their educational goals. This study provides valuable insights for nursing educators, institutions, policymakers, and other stakeholders in developing strategies to support nursing students' academic motivation and self-determination during the pandemic.

2. METHODS

Design

This study utilized a Mixed-type research approach, specifically the Sequential Explanatory Research Design, descriptive-correlational-comparative design, and phenomenological research design, to examine the self-determination and academic motivation of BS Nursing students transitioning to face-to-face learning. This research explores the characteristics of a phenomenon rather than explaining its underlying causes or mechanisms.

Sample

The study used the Slovin formula to determine the appropriate sample size of 148 nursing students, which was then selected through Stratified Random

Sampling. Purposive sampling was used for the qualitative part, where participants were selected based on their characteristics. The primary characteristic needed was all nursing students who had experienced the transition from distance learning to traditional face-to-face learning.

Sampling size is not fixed, but some researchers estimate between 10 and 50 participants. In this study, 10 participants were included, but one more participant was added until the saturation point was reached.

The study selected nursing students regardless of age, sex, family type, or birth order, and included siblings based on their enrollment during the A.Y. 2023-2024, experience of the transition from distance learning to face-to-face learning post-pandemic, willingness to participate, ability to read and comprehend both Filipino and English languages, and basic technology knowledge. Any aspects not meeting the inclusion criteria were included in the exclusion criteria.

Data collection

The researchers had instruments validated by at least three experts on the topic, and selected a sample size of 10 participants for the quantitative part and 10 participants for the qualitative part. Data saturation was observed for the qualitative part, and informed consent forms were discussed and signed by respondents.

Questionnaires were distributed, retrieved, tallied, subjected to statistical treatments, analyzed, and interpreted. They were distributed via Google Forms, with students given a maximum of 10 minutes to complete the survey. After completing the quantitative part, the researchers finalized interview questions in congruence with the pertinent data based on the results. Open-ended questions were given to the researchers' adviser for approval, and validation by three experts on the topic and pilot testing of the qualitative part was done through the participation of at least two informants.

Thematic analysis was used to analyze the gathered data, taking note of possible mistakes like data gaps or inappropriateness of questions in doubt or incongruent to their relevance to the study. The selected 10 participants for the qualitative part were informed of the possible agreed-upon schedule of interviews, and informed consent was given to sign and signify willingness to participate.

Semi-structured interviews were conducted with each participant on pre-

determined schedules, with individual interviews lasting 30 minutes to one hour. Interview sessions were tape-recorded with the permission of the participants, and a disclaimer acknowledging the lack of security provided by these mediums was included in the participant's informed consent. Participants were given a follow-up email thanking them for their time and participation, and offered the option to conduct member verification or review their transcripts.

All documents were authenticated, coded, and categorized for reference during the analysis portion of the research process. Validated codes were agreed upon by at least two validators and the researchers before they were considered true codes.

Validity and reliability

The instrument of Self-Determination-Student Report was found to be reliable and valid with reliability indices ranging from 0.85-0.87. This instrument is useful in assessing the self-determination of all students with or without disabilities and can be used by educators to initially assess and monitor progress on the impact of interventions to promote self-determination in youth with and without disabilities. The Goal Orientation Scale, dating back to 2010, was subjected to validation and reliability and yielded scores of 0.88 for mastery, 0.84 for performance approach, and 0.83 for performance-avoidance.

To establish the validity of the qualitative questionnaire, several steps were taken, including the use of at least three experts on the topic, triangulation, and pilot testing. For the qualitative part, one participant was interviewed, and the data was analyzed through thematic analysis to identify possible mistakes and minimize errors before conducting the study to the target participants. Trustworthiness in a qualitative study is about establishing four things: credibility, transferability, confirmability, and dependability.

Data analysis

This research uses thematic analysis that involves reading through transcripts from in-depth interviews or focus groups to identify patterns in meaning across the data. The process involves familiarizing oneself with the data, creating initial codes, collating codes with supporting data, grouping codes into potential themes, reviewing and revising the themes, and writing the narrative.

Ethical consideration

The researchers obtained certification from the Ethics Review Board (ERB) to ensure that the study would not violate any ethical principles. These principles are the basis for nurses' decisions when making clinical judgments, and this research study will apply them.

The first ethical principle is autonomy. In this study, participants were given informed consent before participating. This principle was honored by ensuring that all researchers were trustworthy and did not cause harm to the respondents.

The second ethical principle is beneficence, which is an act of trust and kindness. In this study, the researchers ensured that all researchers were trustworthy and did not cause harm to the respondents.

The third ethical principle is confidentiality. All participants have the right to privacy, so they should be protected from their data for as long as it is stored or used. To protect the privacy and confidentiality of the respondents, personal information was not collected, and the data collected were coded to protect each of the respondents' responses. The results are shared only among the researchers and stored in a secure folder with a password.

The fourth ethical principle is veracity. The researchers will be honest with the respondents and answer their queries correctly. The fifth ethical principle is justice. The researchers guaranteed that respondents were treated equally and there was no bias among them.

Data privacy was also implemented in this research, acknowledging the rights of an individual over their data. The research was easy to understand and quick to answer, and the questions were answered via handheld gadgets through a Google form if hard copies were not available. A thank you note was attached at the end of the questionnaires to show appreciation for their participation, time, and effort.

There are possible physical and psychological risks associated with the study, such as discomfort, emotional distress, and loss of self-confidence. If a respondent does not have the mental or emotional capacity to process stressful situations, they may seek counseling from the College of Nursing Faculty during and/or after the research. The researchers developed an appropriate consent process that involved informing the respondents, monitoring their progress, allowing withdrawal at any time, and conducting informative debriefings after the study.

3. RESULTS and DISCUSSION

The significant results are presented in tables, followed by interpretation and analysis and according to the purpose of the study reflected on the specific questions on the statements of the problem.

1) Phase 1: Quantitative

Table 1. Profile of the Respondents According to Age

Age	Frequency	Percentage
18-20 years old	98	66.2%
21-23 years old	41	27.7%
24-26 years old	4	2.7%
27-29 years old	2	1.4%
30 and above years old	3	2.0%
Grand Total	148	100%

The study reveals that the majority of respondents are aged 18-20, with 98 respondents or 66.2%. This age group is common among those new to college or who have not stopped studying. The majority of respondents are nursing students, making up around 75% of all undergraduate students.

The individuals aged 18-20 generally exhibit emotional stability, heightened concern for others, and a focus on their life's purpose (Alwin, 2019). They develop effective coping mechanisms for stress and become self-reliant and decisive. They can set personal goals and share ideas, suggesting they are more independent and use self-determination and intrinsic motivation in their academic pursuits.

Alternating research indicates that teenagers entering early adulthood have a strengthened sense of individuality, identify their values, and often focus on the future (Layland et al., 2018). They establish stable friendships and romantic relationships but also distance themselves emotionally and physically from their family.

Table 2. Profile of the Respondents According to Sex

Sex	Frequency	Percentage
Male	28	18.9%
Female	120	81.1%
Grand Total	148	100%

The study reveals that the majority of respondents are female, with 120 respondents (81.1%) and 28 respondents (18.9%) being males. This is in line with the

historical association of the Nursing Profession, which has traditionally been dominated by women. The term 'Nurse' originates from the Latin word 'nutrire', meaning to suckle. This has perpetuated social stereotypes and stigmas, as men are often perceived as incapable of providing care and nurturing (Akella & Seay, 2022). However, many females are drawn to the profession due to their natural qualities, such as caring, compassion, patient, and understanding. The nursing profession thrives on a woman's instinct to nurture, and there are currently over 3,037,611 nurses employed in the United States, with 86.0% being women and 14.0% being men.

Table 3. Profile of the Respondents According to Type of Family

Type of Family	Frequency	Percentage
Nuclear	103	69.6%
Extended	34	23%
Living with a partner	3	2.0%
Broken	3	2.0%
Separated	2	1.4%
Co habiting	2	1.4%
Living with a guardian	1	0.7%
Grand Total	148	100%

Table 3 shows the frequency distribution of respondents according to family type, with 69.6% belonging to a nuclear family. The remaining 23% belong to extended families, with the smallest proportion being those living with a guardian.

The most prevalent family structure in the Philippines is the nuclear family, consisting of parents and their offspring. Extended family households, where relatives beyond the nuclear family reside together, make up a smaller percentage of total households (Chen et al., 2017; Seltzer, 2019). The relative share of nuclear families declined from 69.1% in 1990 to 64.9% in 2010, while the proportion of extended households increased from 22.9% to 25.2% (Abalos, 2023)

The potential of nuclear families as robust and prosperous, with both parents serving as positive role models for their children (Sear, 2021). Strengths of nuclear families include financial stability, dual parental employment, a stable parenting environment, consistency, a focus on health and education, and an emphasis on communication (Gupta & Kashyap, 2020). De

Guzman & Garcia (2018) emphasizes the importance of maintaining close-knit family bonds in the Philippines, with family ties extending up to three generations.

Table 4. Profile of the Respondents According to Birth Orders Among Siblings

Rank in the Family	Frequency	Percentage
Eldest	64	43.3%
Middle Child	34	23%
Youngest	42	28.4%
Only Child	6	4.1%
6th child out of 7 children	1	0.6%
Third child	1	0.6%
Grand Total	148	100%

Table 4 shows the frequency distribution of respondents based on their birth orders. The majority of respondents, 43.3%, hold the position of the eldest in their families, with 64 respondents. The youngest, 28.4%, is closely followed by the 6th and 3rd children, each having one respondent.

Adler's theory suggests that the eldest often exhibits neurotic behaviors due to prolonged parental focus, and may feel dethroned when a sibling arrives (Sweeney, 2019). The youngest children are seen as ambitious, while the oldest are perceived as dutiful and conservative. The eldest sibling tends to be more extroverted, agreeable, and conscientious, with a slightly higher IQ than their later-born siblings. However, the youngest siblings are often held to higher standards, and as more children enter the birth order, parents become more lenient, making younger siblings more sociable but potentially more manipulative (Hammond & Cimpian, 2021; Malik, 2024; Ferencz et al., 2023). Firstborn children often exhibit responsible, Type A personalities, gravitating towards leadership roles in both their family and personal lives. Being the oldest can also bring a sense of burden, known as the "oldest child syndrome", where the eldest sibling feels pressured to meet high expectations and serve as a role model for their younger siblings.

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The levels of self-determination of the respondents according to the Self-Determination Inventory-Student Report (SDI-SR)

Table 5. Self-Determination Inventory Report

Question	Mean	Interpretation
1. I have what it takes to reach my goals.	3.31	Very High
2. I think of more than one way to solve a problem.	3.32	Very High
3. I consider many possibilities when I make plan for my future.	3.51	Very High
4. I know what I do best.	2.84	High
5. I plan weekend activities I like to do.	3.16	High
6. I keep trying even I get something wrong.	2.84	High
7. I set my own goals	3.45	Very High
8. I figure out ways to get around obstacles.	3.32	Very High
9. I think trying hard help me get what | want.	3.35	Very High
10. I choose activities I want to do.	3.42	Very High
11. I work hard to reach my goals	3.49	Very High
12. I am confident in my abilities	3.63	Very High
13. My past experiences help me plan what I will do next.	2.96	High
14. I think about each of my goals.	3.43	Very High
15. I make choices that are important to me.	3.37	Very High
16. I look for new experiences that I think I will like.	3.56	Very High
17. I am able to focus to reach my goals.	3.49	Very High
18. I choose what my room looks like.	3.30	Very High
19. I take action when new opportunities come my way.	3.16	High
20. I know my strengths	3.25	High
21. I come up with ways to reach my goals.	3.37	Very High
Overall Mean	**3.31**	**Very High**

1.00-1.75=Low; 1.76-2.50=Moderate; 2.51-3.25=High; 3.26-4:00= Very High

Table 5 reveals the level of self-determination among respondents. The majority of respondents expressed confidence in their abilities, with a mean score of 3.63, indicating a very high level of self-determination. They also expressed a preference for new experiences and considering various possibilities when making future plans. The least three statements were "I plan weekend activities I like", "I take action when new opportunities come my way", "My past experiences help me plan what I will do next", and "I keep trying even when I get something wrong". The overall mean for self-determination is 3.31, indicating a very high level of self-determination.

People with high self-determination believe in their innate abilities and control over their lives. They feel capable of

overcoming challenges through diligence, good choices, and hard work (Lumpkin, & Achen, 2018). Competence, as an element of self-determination, involves learning new things, feeling productive, and striving for excellence. A future-thinking mindset helps make informed decisions, anticipate potential obstacles, and prepare for challenges. A forward-thinking outlook on life prepares individuals for the challenges that lie ahead, giving them an edge over those who don't think about their future.

The degree of academic motivation of the respondents according to the Goal Orientation Scale (GOS)

Mastery

Table 6. Patterns of Adaptive Learning Skills - The Goal Orientation Scale (PALS) as to Mastery

Question (Mastery Sub-scale)	Mean	Interpretation
1. It is important for me that I thoroughly understand my coursework	3.46	Very True of Me (VTM)
2. One of my goals is to master a lot of new skills this year	3.37	Very True of Me (VTM)
3. One of my goals in my courses is to learn as much as I can	3.62	Very True of Me (VTM)
4. It is important to me that I improve my skills this year	3.67	Very True of Me (VTM)
5. It is important to me that I learn a lot of new concepts this year	3.63	Very True of Me (VTM)
Overall Mean	**3.55**	**Very True of Me (VTM)**

1.00-1.75=Very Untrue of Me (VUM); 1.76-2.50=Untrue of Me (UM); 2.51-3.25=True of Me (TM); 3.26-4:00= Very True of Me (VTM)

The study reveals that the average academic motivation of respondents according to the GOS is 3.55, indicating a high level of commitment to mastery. Most students set ambitious yet attainable academic goals, such as improving their GPA, completing assignments before due dates, actively participating in class discussions, and seeking extra help when needed. These goals serve as milestones, providing focus and motivation to navigate academic challenges.

Learning new concepts each semester is essential for goal attainment, and students should remain open to exploring and understanding new concepts. The importance of striving for excellence, which involves continuous improvement and consistent delivery of quality work. To achieve excellence in daily life, students must invest time in practicing and developing new skills and concepts (Lai & Peng, 2019).

Mastering new skills is a challenging endeavor, requiring time and patience.

Despite the difficulties, committing to the acquisition of new skills holds substantial benefits, such as amplifying opportunities for career advancement, broadening professional networks, and enriching one's knowledge base. Overall, the overall mean score for the Mastery sub-scale is 3.55, indicating a high level of commitment to mastery.

Performance Approach

Table 7. Patterns of Adaptive Learning Skills-The Goal Orientation Scale (PALS)) as to Performance Approach Sub-scale

Question (Performance Approach Sub-scale)	Mean	Interpretation
1. One of my goals is to show others that I am good at my coursework	3.10	True of Me (TM)
2. It is important to me that I look smart compared to others in my courses	2.30	Untrue of Me (UM);
3. One of my goals is to show others that coursework is easy for me	2.20	Untrue of Me (UM);
4. One of my goals is to look smart in comparison to the other students in my class	2.02	Untrue of Me (UM);
5. It is important to me that other students in my courses think I am good at my coursework.	2.59	True of Me (TM)
Overall Mean	**2.44**	**Untrue of Me (UM);**

1.00-1.75=Very Untrue of Me (VUM); 1.76-2.50=Untrue of Me (UM); 2.51-3.25=True of Me (TM); 3.26-4:00= Very True of Me (VTM)

Table 7 presents the average degree of academic motivation among respondents based on the GOS for the Performance Approach. The majority of respondents expressed a goal to show others their good at their coursework, earning a mean score of 3.10, interpreted as 'True of Me'. The statement 'It is important to me that other students in my courses think I am good at my coursework' received a mean score of 2.59, interpreted as 'True of Me'. Conversely, the least mentioned goal is to look smart in comparison to other students in their classes, obtaining a mean score of 2.02 and interpreted as 'Untrue of Me'. The overall mean score for the Performance Approach sub-scale is 2.44, indicating an 'Untrue of Me' level of academic motivation.

In the performance approach, students find motivation when their achievements are admired by others, which can enhance their self-esteem and fuel their motivation. Performance-based goals prompt students to engage in competition or aim to avoid failure, focusing on one's ability and sense of self-worth (Macklem &

Macklem, 2020). However, a considerable number of respondents expressed the belief that there is no need to showcase one's achievements to others or engage in competition with classmates. This perspective highlights the potential negative effects of academic competition on students' well-being, leading to a narrow focus on grades rather than genuine learning.

Performance Avoidance

Table 8. Patterns of Adaptive Learning Skills-The Goal Orientation Scale (PALS) as to Performance Avoidance Sub-scale

Question (Performance-avoidance Sub-scale)	Mean	Interpretation
6. It is important to me that others do not think I am a poor student	2.73	True of Me
7. It is important to me that my teacher does not think I know less than other students in my class	2.87	True of Me
8. It is important to me that I do not look stupid in class	3.20	True of Me
9. One of my goals is to look smart in comparison to the other students in my class	2.87	True of Me
10. It is important that my family or friends do not think I am doing poorly in my courses	3.20	True of Me
Overall Mean	**2.97**	**True of Me**

1.00-1.75=Very Untrue of Me (VUM); 1.76-2.50=Untrue of Me (UM); 2.51-3.25=True of Me (TM); 3.26-4:00= Very True of Me (VTM)

The Goal Orientation Scale (GOS) shows that students often strive to avoid situations where they might face embarrassment or judgment from classmates, family members, or others. To prevent such scenarios, they work hard to excel in their studies, aiming to demonstrate their worth and earn recognition.

Brandmiller discovered the Pygmalion effect, a five-step model illustrating the connection between teacher perceptions and student outcomes. According to this model, teachers first form perceptions of their students and then exhibit different behaviors towards them based on these perceptions. Students perceive this differential treatment, influencing their socio-psychological factors and ultimately impacting their achievement outcomes (Brandmiller et al., 2024).

The family influences academic performance through academic self-efficacy and perceptions of progress toward academic goals. This suggests that the perceptions of parents or other family members may have either a positive or negative impact on students (Tazouti & Jarlégan, 2019).

Moneva and Gonzaga (2020) found that motivation in learning is triggered because of students' thoughts about the concept of education, which is based on their desires for rewards and fear of penalty from their teachers and parents. Parents' self-efficacy and feelings of loneliness towards their children's academics are being used by the students as a motivation to get good performance at school.

The more parents are involved in their children's schooling, the more students get motivation in learning. When parents become supporters and help school efforts improve students' academic motivation, students' learning is improved.

A significant difference between the level of self-determination and degree of academic motivation when grouped according to profile

Table 9. One way ANOVA Results of Academic Motivation When Grouped According to Profile

Profile	f-value	p-value	Interpretation
Age	1.971	0.102	No Significant Difference
Sex	0.345	0.558	No Significant Difference
Family Type	2.884	0.00774 ***	Significant Difference
Rank in Family	**1.2**	**0.312**	**No Significant Difference**

(***) 0.001, (**) 0.01, (*) 0.5, (.) 0.1, ( ) 1

The study reveals that family type significantly influences academic motivation in children. Children born into marriages often experience more stability compared to those born into cohabitation, as committed spouses or partners serve as role models for their children. This modeling of positive relationships contributes to future success as children learn to cultivate positive connections and effectively interact with others.

Successful nuclear families provide children with stability and routine, as two parents collaborate to solve problems, allocate household responsibilities, and support each other through both positive and negative situations. This stability and consistency in children's lives contribute to positive behavior, good academic performance, and increased involvement in community and extracurricular activities.

Parental involvement in their child's education significantly impacts the child's academic motivation. Studies by Barger et al. (2019) that children of parents not actively engaged in their education tend to have limited belief in their academic abilities and display a low motivation to complete

assignments and achieve minimal academic success. However, studies by Herut et al. (2024) emphasize that parental support strongly predicts academic achievement, encompassing emotional, appreciative, instrumental, and informative support. Financial support from parents also contributes to students' motivation, with parental social support correlating positively with students' science learning achievement. In conclusion, parental support is identified as a positive influence on student motivation in the Philippines.

Table 10. One-Way ANOVA Results of Student's Level of Self-Determination When Grouped According to Profile

Profile	f-value	p-value	Interpretation
Age	1.38	0.244	No Significant Difference
Sex	0.568	0.452	No Significant Difference
Family Type	3.073	0.00493 ***	Significant Difference
Rank in Family	**0.486**	**0.786**	**No Significant Difference**

(***) 0.001, (**) 0.01, (*) 0.5, (.) 0.1, ( ) 1

Table 10 shows the difference between self-determination levels and students' profiles, with no significant difference observed according to age, sex, or rank in the family. However, there is a significant difference between self-determination levels and students' profiles according to the type of family, suggesting that either a nuclear or extended family may play a role in shaping self-determination.

Autonomy is an element of self-determination, and studies have shown that controlling parental involvement is generally associated with lower student achievement. Intraindividual changes in autonomy-supportive parental involvement and changes in student achievement influence each other. More parents involved with their children, providing them with developmentally appropriate structures, and supporting their sense of self-determination, the better children will feel, learn, and flourish.

Guay's study (2022) found that autonomous types of extrinsic motivation and intrinsic motivation were associated with positive outcomes for students, while the types of goals and regulations behind them played a crucial role in predicting school outcomes. When psychological needs for competence, autonomy, and relatedness are satisfied, autonomous motivation or autonomous goals endorsement occurs. Autonomy-supportive

practices by parents and teachers are essential catalysts for fulfilling these psychological needs. Intervention programs designed for teachers or parents focusing on these psychological needs tend to result in greater autonomous extrinsic motivation and intrinsic motivation, along with better adjustment outcomes.

Cultural values may also influence family involvement in self-determination development, as cultural practices and beliefs around which families engage can impact their perceptions toward self-determination and how they support children to develop, refine, and practice knowledge and skills related to self-determination.

The relationship between the level of self-determination, degree of academic motivation and the respondents' profile

Table 11. Pearson r Correlation Results between Self-Determination and Academic Motivation

Pearson's Correlation Coefficient (r)	P-Value	Interpretation
0.4437189	0.00000003189	Moderate Positive Correlation and Significant Relationship

If p-value is ≤ 0.05, Significant, if p-value is ≥ 0.05, Not Significant.

The Pearson's Correlation Coefficient (0.443719) indicates a moderate positive correlation between self-determination and academic motivation among respondents. This suggests that self-determination influences academic motivation, and academic motivation can contribute to fostering self-determination. A student's determination drives them to excel in studies and contributes to their academic success. Guay's (2022) study on self-determination theory (SDT) found that autonomous forms of extrinsic and intrinsic motivation are correlated with positive student outcomes. The satisfaction of psychological needs for competence, autonomy, and relatedness leads to autonomous motivation and goal endorsement. Parental and teacher practices that support autonomy are crucial factors in fulfilling these psychological needs. Intervention programs targeting these needs resulted in enhanced motivation and better adjustment outcomes. Gao et al. (2024) study emphasized that self-determination influences motivation by instilling a belief that actions can impact outcomes. The influence of family dynamics on a child's motivation and academic performance. Each

family's unique characteristics in fostering mutual benefit among its members contribute to shaping a child's motivation to work hard and enhance academic achievements (Griban et al., 2023).

2) Phase 2: Qualitative (Sequential Explanatory Design)

This study aimed to explore the lived experiences of the study participants' self-determination and academic motivation during their transition from online learning to face-to-face learning modality.

Profile of the Study Participants:

SP1 is a 21-year-old, male, third-year BS Nursing student swho belongs to a nuclear family and is the 6th among 7 siblings in the family.

SP2 is a 19-year-old, male, first-year BS Nursing student who belongs to a nuclear family and is the youngest in the family.

SP3 is a 35-year-old, female, third-year BS Nursing student who belongs to an extended family and is the eldest in the family.

SP4 is a 23-year-old male fourth-year BS Nursing student who belongs to a nuclear family and is the middle child in the family.

SP5 is a 20-year-old male, second-year BS Nursing student who belongs to a nuclear family and is the eldest in the family.

SP6 is a 19-year-old male, a first-year BS Nursing student who belongs to a nuclear family and is the only child.

SP7 is a 24-year-old female, fourth-year BS Nursing student who belongs to a nuclear family and is the only child.

SP8 is a 21-year-old female, second-year BS Nursing student who belongs to a nuclear family and is the second in the family.

SP9 is a 22-year-old female, third-year BS Nursing student who belongs to a nuclear family and is the eldest in the family.

SP10 is a 20-year-old female, second-year BS Nursing student who belongs to a nuclear family and is the youngest in the family.

SP11 is a 24-year-old female, third-year BS Nursing student who belongs to an extended family and is the fifth child among 6 children.

Based on the results of this study the following themes emerged: The Multifaceted Feelings; The Transformative Shift; and The Relational Pillars. These

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themes exemplify the experiences of the study participants' self-determination and academic motivation during the transition to face-to-face learning. This is illustrated in the simulacrum entitled, "Chart Your Path: Transform, Strengthen, Succeed".

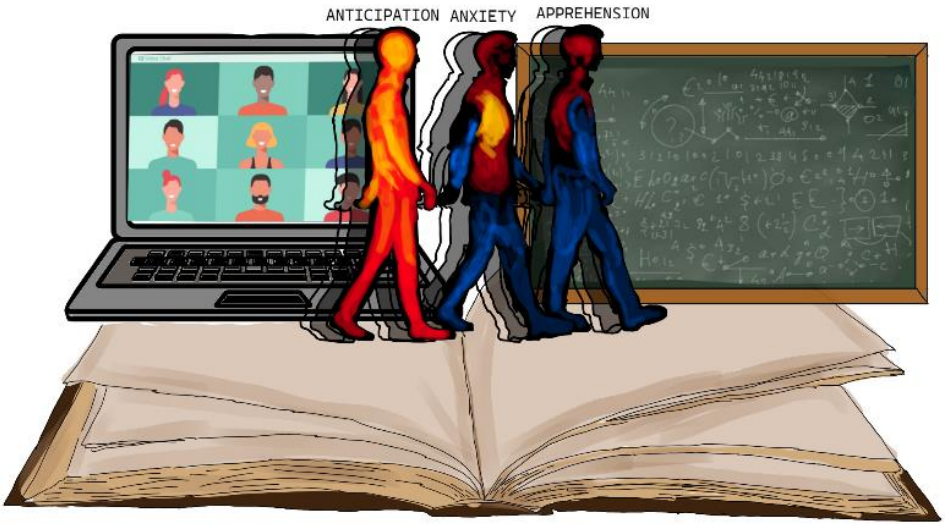

Figure 1. Chart Your Path: Transform, Strengthen, Succeed

The study presents a simulacrum that encapsulates three major themes: Multifaceted Feelings, Transformative Shift, and Relational Pillars. The laptop symbolizes the transition from online classes to face-to-face learning, while the chalkboard represents the traditional learning environment. The Multifaceted Feelings theme reflects students' mixed emotions during the transition, including anticipation, anxiety, and apprehension due to factors like travel expenses, food or dormitory rentals, and concerns about COVID-19. The Transformative Shift theme, represented by the shadows of the three walking individuals, signifies physical and psychological changes, such as sleep deprivation, weight loss, and stress. However, participants transformed by accepting changes and coping with the new setup, acknowledging the inevitability of change. The Relational Pillars theme, represented by an open book, symbolizes teamwork and a support system, which are crucial for developing resilient individuals prepared for life's challenges. During the shift to face-to-face learning, participants were guided by their families and friends, acting as advisers, listeners, and companions during adjustment stress. Families also played a crucial role in their coping mechanisms, with goals centered on becoming a future blessing to their families. This visual representation highlights the

profound impact of these themes on students' experiences during the transition, emphasizing the importance of emotional resilience, adaptability, and relational support in navigating significant changes in the learning environment.

Table 12. The themes on students' experiences during the transition, emphasizing the importance of emotional resilience, adaptability, and relational support in navigating significant changes in the learning environment *(Continue to page 52)*

Category	Theme	Description
1. Anticipation 2. Apprehension	*Multifaceted Feelings*	Study participants vividly expressed anticipation for the imminent shift, envisioning in-person connections with virtual peers and teachers. Recalling pre-pandemic student life brought back eagerness for allowances, engaging in activities, and savoring camaraderie. Some participants were excited about the potential advantages, but many harbored fears, including the risk of contracting and spreading COVID-19. Concerns also involved challenges in routines, newfound independence, financial burdens, and issues related to schedules and travel time to school.
1. Physical 2. Psychological	*Transformative Shift*	The transition to face-to-face classes resulted in physical stress, sleep deprivation, and weight loss for many participants due to adjustments in routines and financial constraints. Face-to-face classes were reported as more draining than online ones. This shift triggered psychological impacts as well, emphasizing the importance of stress management and maintaining a positive mindset. Coping mechanisms included mindfulness, positive reflections, and spiritual connections. Mental conditioning, acceptance, and adjustment were highlighted for adaptability, resilience, and positive psychological well-being. Participants stressed the role of academic motivation, goal-setting, and self-determination in overcoming

Category	Theme	Description
		challenges, contributing to independence and resourcefulness.
1. Family 2. Friends	*Relational Pillars*	Families exerted a profound influence on participants' motivation for academic excellence, guiding the face-to-face learning transition, especially in unfamiliar areas like household chores. Despite challenges, participants found solace in their families' unwavering support. A dormitory life surrounded by supportive friends served as a crucial coping mechanism during the adjustment stresses. Participants openly acknowledged the vital role of both new and old friends in helping them navigate the transition's challenges. Talking with friends was highlighted as a significant coping mechanism, expressing gratitude for the support that made the transition more manageable. This shared camaraderie provided strength and comfort, reassuring them that others faced similar struggles.

4. CONCLUSION

This study examines the demographics, self-determination levels, and academic motivations of respondents during the transition from virtual to face-to-face learning. The majority of participants (66.2%) are aged 18-20, with a significant proportion being female (81.1%) and from nuclear families (69.6%). Self-determination is characterized by an average score of 3.31, indicating a high level of confidence in one's abilities. A significant relationship was found between self-determination and family type, suggesting that nuclear families may influence self-determination.

Academic motivation was assessed through three subscales: Mastery, Performance Approach, and Performance Avoidance. Mastery subscales showed high motivation, while Performance Approach subscales indicated academic motivation without boasting or comparison. Performance Avoidance subscales indicated avoidance of embarrassing situations. The

study also found a significant correlation between academic motivation and family type, suggesting that nuclear families could influence motivation positively or negatively.

The study found a low p-value of 0.00000007958, indicating that high self-determination does not necessarily guarantee a parallel level of academic motivation. Participants shared their experiences during the transition, revealing three themes: "Multifaceted Feelings", "Transformative Shift", and "Relational Pillars". The first theme, "Multifaceted Feelings", encapsulated the emotional responses of participants during the transition, while the second theme, "Transformative Shift", explored the physical and psychological changes resulting from the transition. The third theme, "Relational Pillars", highlighted the importance of family and friends in managing the aftermath of the transition, emphasizing the interconnectedness of personal relationships with academic resilience. In conclusion, this study provides valuable insights into the demographics, self-determination, and academic motivations of respondents during the transition from virtual to face-to-face learning.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest to disclose in relation to this research paper.

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DATA AVAILABILITY

The datasets generated and analyzed during the current study are available upon request from the corresponding authors. The data are publicly available and can be shared with interested researchers to facilitate further analysis and reproducibility of the study.

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