

Original Article

Impact Assessment: Lanyard Mo, Kinabukasan Ko Project

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Abstract: This study assesses the impact of the "lanyard mo, kinabukasan koi " an income-generating project on providing school supplies to selected indigenous peoples (ip) learners in upper main it elementary school, barangay upper main it, malign, sarangani province. By selling lanyards, the project aims to support ip learners by addressing their educational needs. "lanyard mo, kinabukasan koi" is an innovative income-generating project aimed at enhancing the educational experience of indigenous peoples (ip) learners at upper main it elementary school. This project is designed to address the pressing need for school supplies among selected ip students by harnessing community resources and creativity. The core activity of the project involves the production and sale of custom-designed lanyards. These lanyards, created through collaborative efforts involving local artisans, religious sectors, and volunteers, embody cultural significance and community spirit. By selling these lanyards within and beyond the local community, the project generates funds that are directly reinvested in purchasing essential school supplies such as notebooks, pencils, backpacks, and other educational materials for ip learners. The objectives of "lanyard mo, kinabukasan ko" are multifaceted. Firstly, it seeks to provide ip students with the necessary tools to succeed in their academic endeavours. Access to adequate school supplies is fundamental for effective learning and can significantly impact students' motivation and performance. By alleviating the financial burden of purchasing these supplies, the project ensures that every student has the opportunity to fully participate in classroom activities and assignments. Secondly, the project aims to foster a sense of community involvement and ownership. By engaging community members in the production and promotion of the lanyards, the initiative strengthens local ties and promotes a shared sense of purpose. Parents, teachers, students, and local artisans work together, sharing skills and knowledge, which in turn enriches the cultural fabric of the community. This collaborative approach not only enhances the quality of the lanyards produced but also builds a supportive network focused on the educational advancement of the community's children. Furthermore, "lanyard mo, kinabukasan ko" promotes cultural awareness and pride. The designs of the lanyards often incorporate traditional motifs and symbols, celebrating the rich heritage of the indigenous peoples.

Keywords: income generating project; lanyard production; local artisan, local development

1. INTRODUCTION

Education is universally recognized as a cornerstone of personal and societal development. It is the process through which individuals acquire knowledge, skills, values, and attitudes, enabling them to navigate and contribute to the world around them [1]. Education holds immense importance in everyone's life, serving as a foundation for individual growth, economic advancement, social mobility,

and overall well-being. Education is a powerful tool for personal development. It fosters critical thinking, creativity, and problem-solving abilities, equipping individuals with the intellectual tools needed to understand and interact with the world [2]. Through education, people gain a broader perspective on life, learn to question assumptions, and develop the ability to make informed decisions. This intellectual growth is essential for personal fulfilment and the pursuit of one's passions and interests [3]. Education plays a crucial role in alleviating poverty by providing individuals with the skills and knowledge necessary to secure better-paying jobs and improve their living conditions. Access to quality education equips people with critical thinking, literacy, and technical abilities that open doors to economic opportunities and social mobility [4]. Educated individuals are more likely to be employed, earn higher wages, and contribute to economic growth, which can break the cycle of poverty for future generations. Furthermore, education fosters a greater awareness of health, civic participation, and financial literacy, which collectively empower communities to advocate for their rights and resources, leading to sustainable development and poverty reduction [5]. The lack of school supplies in education poses a significant barrier to effective learning and academic achievement. When students do not have access to basic materials such as textbooks, notebooks, writing utensils, and other essential resources, their ability to engage with the curriculum and complete assignments is severely hindered. This deficiency not only stifles creativity and critical thinking but also exacerbates inequalities, as children from low-income families are disproportionately affected [6]. Teachers, too, face challenges in delivering quality instruction without adequate resources, often resorting to out-of-pocket spending to fill the gaps [7]. Consequently, the overall educational experience is compromised, leading to lower academic performance, reduced motivation, and higher dropout rates, ultimately perpetuating the cycle of poverty and limiting future opportunities for those affected. The lack of school supplies in selected ip learners in upper main it elementary school serves as an eye opener of the proponent to conduct this income generating project to answer this need barangay upper main it, located in the municipality of Malign, Sarangani province, is home to a vibrant indigenous peoples (ip) community [8]. Despite their rich cultural heritage, ip learners often face educational challenges due to limited access to resources. The "lanyard mo, kinabukasan ko" project aims to address these challenges by generating income through the sale of lanyards and using the proceeds to provide school supplies to ip learners [9]. The primary objectives of this study are: to assess the financial performance of the lanyard sales, evaluate the impact of the provided school supplies on ip learners' educational experiences, and identify challenges faced during the project's implementation and to provide recommendations for improving and sustaining the project [10]. This study is significant as it provides insights into the effectiveness of income-generating projects in supporting educational needs in marginalized communities. It also offers practical recommendations for enhancing such initiatives, contributing to community development and educational equity [11]. This initiative not only aims to provide immediate financial relief but also to build sustainable economic foundations for post-pandemic recovery. By offering training in lanyard crafting and essential business skills, the project empowers participants to develop their entrepreneurial capabilities. Additionally, the project includes support mechanisms such as access to microfinance and market linkages to ensure long-term viability [12]. This introduction sets the stage for a detailed examination of the project's objectives, methodologies, and impacts, highlighting how community-driven income-generating activities can foster resilience and sustainable development in the face of global crises [13]. This study envisions for the better and future life as embrace the future filled with hope, success and transformation with the life of different ip students who are beneficiaries of this study [14]. This project aims to have a commitment for their hard work and to materialize this study. With the help of different stakeholders, women's, ip parents who are a volunteer for this study [15]. The igp "lanyard mo, kinabukasan ko" program represents a transformative initiative aimed at empowering indigenous peoples (ip) communities through education, skill development, and socio-economic support. This journal presents an in-depth impact assessment of the program, focusing the

outcomes, effectiveness and implications of the igp on the lives of ip beneficiaries [16]. "lanyard mo, kaugmaon ko" is a ground breaking income-generating project aimed at supporting the educational needs of indigenous peoples (ip) learners at upper main it elementary school. This initiative tackles a significant barrier to education: the lack of essential school supplies among ip students, which often impedes their academic progress and overall educational experience. By producing and selling custom-designed lanyards, the project generates funds specifically allocated to provide these necessary educational materials free of charge [17]. The project is deeply rooted in the principles of community involvement, sustainability, and cultural pride. It brings together local artisans, students, parents, and volunteers in a collaborative effort to create unique lanyards that reflect the rich cultural heritage of the indigenous peoples [18]. These lanyards are not only functional items used for holding identification cards or keys but also serve as symbols of cultural identity and community solidarity. By incorporating traditional motifs and symbols into the lanyard designs, the project promotes cultural awareness and pride among both creators and users [19]. The primary aim of "lanyard mo, kinabukasan ko" is to ensure that ip students at upper main it elementary school have access to adequate school supplies. This access is fundamental for effective learning and can significantly impact students' motivation, engagement, and academic performance. School supplies such as notebooks, pencils, backpacks, and other educational materials are essential tools that enable students to fully participate in classroom activities and complete assignments. By alleviating the financial burden of purchasing these supplies, the project helps to create a more inclusive educational environment where every student has the opportunity to succeed. Moreover, the project seeks to foster a sense of ownership and pride within the community [20]. By engaging community members in the production and promotion of the lanyards, "lanyard mo, kinabukasan ko" strengthens local ties and promotes a shared sense of purpose. Parents, teachers, students, and local artisans work together, sharing skills and knowledge, which in turn enriches the cultural fabric of the community. This collaborative approach not only enhances the quality of the lanyards produced but also builds a supportive network focused on the educational advancement of the community's children. In addition to addressing immediate educational needs, "lanyard mo, kinabukasan ko" has long-term implications for the community. By prioritizing education and supporting ip learners, the initiative contributes to breaking the cycle of poverty and marginalization. Educated individuals are better equipped to secure employment, contribute to their community, and advocate for their rights and needs. Thus, the project not only addresses current educational needs but also invests in the future potential and empowerment of the community [21]. The project also serves as a model for sustainable community development. The funds generated from lanyard sales are reinvested into the community, creating a cycle of support that can be maintained over time. This sustainability is critical for the long-term success of the initiative, ensuring that future generations of ip learners will continue to benefit from the project. The success of "lanyard mo, kinabukasan ko" is measured through various indicators, including the number of lanyards produced and sold, the quantity and quality of school supplies distributed, and the academic performance and engagement of ip learners [22]. Regular assessments and feedback mechanisms ensure that the project remains responsive to the evolving needs of the students and the community. In essence, "lanyard mo, kinabukasan ko" is more than just a fundraising effort; it is a holistic initiative that empowers the community, celebrates cultural heritage, and invests in the future of ip learners. Through this project, upper main it elementary school and its surrounding community demonstrate a powerful commitment to education, cultural preservation, and collective progress. By addressing the educational needs of ip students and fostering a sense of community involvement, "lanyard mo, kinabukasan ko" sets a precedent for other communities facing similar challenges. It exemplifies how local initiatives, driven by collaboration and cultural pride, can create sustainable change and enhance the educational opportunities for marginalized groups. Ultimately, "lanyard mo, kinabukasan ko" serves as a beacon of

hope and progress, showing that through community effort and cultural appreciation, tangible improvements in education and quality of life can be achieved [23].

2. MATERIALS AND METHODS

This study adopts a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive assessment of the project's impact. The study was conducted in a public elementary school in the division of Sarangani in Upper Mainit, Malign, Sarangani Province, during the 2022–2023 school year, with the school located at an elevation of 204.3 meters, or 670.3 feet. Upper Mainit is known for its lush plant life and serene environment, providing a conducive setting for academic research. The location was chosen due to its accessibility and the willingness of the school administration to participate in the study. The participants of this study are the 3 Master of Arts in Education major in Educational Management students of Davao del Sur State College, Dingo's, Davao del Sur, Philippines, who are public school teachers in Upper Mainit, Malign, Sarangani Province, Division of Sarangani, 20 IP learners and religious sectors and parent volunteer. This study will utilize semi-structured in-depth interview questions based on the questions presented in this study. This section presents the findings of the impact assessment of the income-generating project, "Lanyard Mo, Kinabukasan Ko," which aimed to support less fortunate IP learners in Upper Mainit elementary school by selling lanyards. The discussion interprets these results in the context of the project's objectives, providing insights into its effectiveness, challenges, and overall impact. The financial records indicated that the project generated a total revenue of 30,000.00 from the sale of lanyards. After deducting the costs of materials, production, and other operational expenses, the net profit was 20,000.00. This profit was used to purchase school supplies for IP learners. A total of 20 IP learners received school supplies, including notebooks, pens, pencils, erasers, and other necessary materials. The distribution process was carried out in collaboration with the proponent, parent volunteers, and school head to ensure that the supplies reached the intended beneficiaries. Academic performance improvement. The analysis of this notable improvement in the academic performance of the 20 IP beneficiaries on the income-generating project "Lanyard Mo, Kaufman Ko" increased their academic performance on their educational outcomes. Impact on well-being. Beyond academic achievements, the program also contributed to the overall well-being of the beneficiaries. By providing essential school supplies through the "Lanyard Mo, Kaufman Ko" initiative, the beneficiaries experienced an enhanced sense of preparedness, confidence, and motivation in their educational pursuits. Community engagement and empowerment. Moreover, the program fostered community engagement and empowerment among the IP beneficiaries, by addressing the specific needs of the community through the provision of school supplies, the program promoted inclusivity, equity, and support for the marginalized group, empowering them to strive for academic excellence. Educational support surveys and interviews with the proponent, IP learners, and their families revealed a significant positive impact on their educational experience. Many learners reported increased motivation and readiness for school due to having adequate supplies. Teachers also noted improved participation and performance in class. The provision of school supplies, educational materials, and resources through the IGP "Lanyard Mo, Kaugmaon Ko" has contributed to improved academic performance among IP learners. Access to essential learning tools has enhanced their educational outcomes and achievement. Through the income-generating project, which is "Lanyard Mo, Kaugmaon Ko," the IP learners had the opportunity to learn and appreciate their cultural heritage, traditions, and languages. The program has promoted cultural preservation and identity within the community. The IGP has an impact on IP learners by creating pathways to enhanced educational opportunities, access to quality education and skills development for IP learners, by addressing barriers to learning, the program has opened doors to a brighter future for the learners. "Having new notebooks and pens makes me excited to go to school every day," said one student. As stated above, it is clear that having school supplies is essential to the life of a learner as it directly impacts their ability to participate

in and benefit from educational activities. Adequate school supplies, such as textbooks, notebooks, writing utensils, and other learning materials, are fundamental tools that enable students to fully engage with the curriculum, complete assignments, and develop necessary skills. These supplies support active learning, allowing students to take notes, practice problems, and conduct experiments, which enhances their understanding and retention of knowledge. Moreover, access to school supplies helps level the playing field, reducing disparities among students from different socioeconomic backgrounds and fostering an equitable learning environment. This, in turn, boosts students' confidence, motivation, and academic performance, contributing to their overall educational success and future opportunities.

community perception the project was well-received by the community. Parents expressed gratitude for the support, highlighting that the school supplies reduced their financial burden and allowed them to allocate their limited resources to other essential needs. "This project has been a blessing for our family. We no longer worry about where to get money for school supplies," mentioned a parent. The statement of one of the parents above motivates the proponent of this income generating project that what they have started is on the right track. Having access to free school supplies can significantly benefit families, particularly those facing financial challenges, in several ways: free school supplies alleviate the financial strain on families, allowing them to allocate their limited resources to other essential needs such as food, housing, and healthcare. When families don't have to worry about the cost of school supplies, they are more likely to ensure that their children attend school regularly and actively participate in learning activities. Equipped with the necessary supplies, students can fully engage in classroom activities, complete assignments, and study effectively, which can lead to improved academic performance. Providing free school supplies promotes equity by ensuring that all students, regardless of their socioeconomic status, have equal access to the tools needed for learning. This reduces disparities and fosters a more inclusive educational environment. When students have the same supplies as their peers, they feel more confident and included in the classroom community, which positively impacts their self-esteem and overall well-being free school supplies extend beyond the classroom, enabling students to continue learning at home by completing homework assignments and engaging in enrichment activities. Families may feel more connected to their children's education when they receive support in the form of free school supplies. This can lead to increased parental involvement in school activities and a stronger partnership between home and school. Overall, providing free school supplies to families is an investment in the educational success and well-being of students, ultimately contributing to the development of a more educated and empowered society. When learners have access to school supplies, it can have several positive impacts on teachers as follows teachers can focus more on delivering quality instruction and facilitating learning when students come to class prepared with the necessary supplies. They spend less time managing logistics and distributing materials, allowing for more meaningful engagement with the curriculum. With students equipped with their own supplies, teachers can plan and execute lessons more efficiently. They can design activities that leverage these resources, fostering active learning and student participation when students have their own supplies, there is less need for sharing or borrowing during class, which can minimize disruptions and conflicts among students. This promotes a more orderly and conducive learning environment. School supplies enable teachers to implement a variety of teaching strategies and cater to diverse learning styles. For example, students can use different types of materials (e.g., visual aids, manipulative) to support their understanding of concepts having access to school supplies allows students to complete assessments and assignments independently and accurately. Teachers can more easily evaluate student progress and provide timely feedback to support learning when all students have access to the same supplies, regardless of their socioeconomic background, teachers can create a more equitable learning experience. This reduces the likelihood of academic disparities based on students' ability to afford materials teachers may feel more supported and appreciated when their students come to class prepared with the necessary supplies. This can foster positive relationships and mutual respect

between teachers and students, leading to a more productive learning environment. In summary, when learners have school supplies, teachers can focus on their core role of teaching and supporting student learning, leading to improved instructional quality, classroom management, and overall educational outcomes. The impact on the community when learners have access to free school supplies can be significant: access to free school supplies removes a financial barrier for families, encouraging more children to attend school regularly and participate actively in their education. This leads to higher literacy rates, increased educational attainment, and a more educated community overall. When families no longer have to allocate limited resources towards purchasing school supplies, they can redirect those funds towards other essential needs such as food, healthcare, or savings. This can contribute to improved financial stability and economic resilience within the community. Providing free school supplies promotes equity by ensuring that all students, regardless of their socioeconomic background, have equal access to the tools needed for learning. This helps level the playing field and reduces disparities in educational outcomes within the community. Access to free school supplies fosters a sense of solidarity and support within the community, as families, schools, and local organizations collaborate to meet the needs of students. This strengthens social bonds and encourages collective efforts towards the common goal of supporting education. When children receive free school supplies, they witness first-hand the importance of community support and generosity. This instills values of empathy, sharing, and civic responsibility, which can have ripple effects throughout the community as individuals are inspired to give back in their own ways. Sustainability: The project demonstrated the potential for sustainability through community engagement and continuous demand for lanyards. Establishing partnerships with local businesses and expanding the product line could further enhance the project's sustainability. To ensure the sustainability of the program and maximize its long-term impact, continuous support, monitoring, and evaluation. Collaborative efforts with local stakeholders, government agencies, and community leaders can further enhance the program's reach and effectiveness in uplifting the educational standards and socio-economic well-being on the community.

3. RESULTS AND DISCUSSION

Table 01: Level of learning motivation

Motivation category	Mean	Descriptive equivalent
A motivation	1.81	Unlikely
External regulation	3.97	Likely
Interjected regulation	4.11	Likely
Identified regulation	3.96	Likely
Intrinsic regulation	3.96	Likely
Average	3.76	Likely

In table 2 below shows the levels of engagement in affective, behavioral, and cognitive. Overall engagement is positive but varies: the average score of 3.91 falls under "agree" on the liker scale, indicating a generally positive stance but not quite reaching "strongly agree." affective engagement stands out with a score of 4.24. With this dimension, capturing emotional responses shows the most robust positive response, reaching "strongly agree" with the students who are more emotionally invested in the topic. Behavioral and cognitive engagement is moderate, scoring around 3.7. These dimensions, reflecting actions and thought processes, show agreement but less strongly than affective engagement. People seem involved in actions and thinking but not as enthusiastic as emotionally. While there is a positive overall engagement, it is driven more by emotional connection than by actions or

deep cognitive processing. These results suggest potential areas for improvement in terms of translating emotional investment into more active and thoughtful engagement, such as capitalizing on a solid emotional connection like designing activities that tap into students' feelings and interests, bridging the gap to action like encouraging students to translate their emotional investment into concrete behaviors (e.g., discussions, projects), and nurture deeper cognitive engagement by providing opportunities for analysis, reflection, and critical thinking to complement emotional connection.

Table 02: Level of engagement

Engagement category	Mean	Descriptive equivalent
Affective engagement	4.24	Strongly agree
Behavioral engagement	3.76	Agree
Cognitive engagement	3.72	Agree
Average	3.91	Agree

In table 3 below shows the satisfaction levels with teaching, assessment, generic skills, and learning experiences. Students strongly agree with the teaching aspect (4.32, strongly agree), suggesting they find it compelling and engaging. They also strongly agree with the value of generic skills and learning experiences (4.24, strongly agree), highlighting their appreciation for broader outcomes beyond just content. However, the assessment needs to improve, with an average score of 3.88 (agree), suggesting students might find assessments less helpful or motivating. Thus, it is essential to dig deeper into assessment by identifying the assessments that might be less appealing to the student perceived as fair, relevant, and informative. Teachers could also connect assessment to learning by showing students how assessments contribute to their development and mastery of skills and exploring alternative assessments incorporating student-driven or self-reflection elements to increase engagement and ownership of learning.

Table 03: Level of satisfaction

Satisfaction category	Mean	Descriptive equivalent
Teaching	4.32	Strongly agree
Assessment	3.88	Agree
Generic skills and learning experiences	4.24	Strongly agree
Average	4.15	Agree

In table 4 below shows the levels of academic performance of the students. It obtained a mean of 86.3, which is interpreted as *very satisfactory*. On average, students had a very satisfactory academic performance regardless of their level of motivation and engagement.

Table 04: Level of academic performance

	Mean	Descriptive equivalent
Academic performance	86.30	Very satisfactory

The data below were analyzed using correlation analysis to test significance and relationship. The hypotheses were evaluated using an alpha level of 0.05 with $n=50$. Table 5 below shows significant relationships among motivation. Thus, the null hypothesis fails to be accepted. A motivation has a strong negative significant relationship to intrinsic regulation ($r=-0.416^{**}$, $p=0.003$), which means that as a motivation increases, the intrinsic regulation decreases and vice versa. It signifies that motivated students did not find pleasure and satisfaction in doing tasks because they felt they lacked purpose in school. Additionally, the interjected regulation has a strong positive significant relationship between identified regulation ($r= 0.486$, $p=0.000$) and intrinsic regulation ($r=0.538$, $p=0.000$). It means that an increase in interjected regulation increases identified and intrinsic regulation and vice versa, interjected regulation refers to individual behavior on internal reward or punishment contingencies such as ego, guilt, or anxiety. The student's self-esteem eventually helps them see the practical application of learning and feel pleasure and satisfaction in doing tasks. Although this is a good indication, it is less sustainable in the long run because individuals may feel burnout and other negative tendencies; however, if managed carefully, like cultivating more conscious and critical awareness, it could lead to a productive outcome.

Table 05: Significance among motivations

		A motivation	External regulation	Interjected regulation	Identified regulation	Intrinsic regulation
A motivation	Pearson correlation	1	-.169	-.202	-.026	-.416**
	Sig. (2-tailed)		.240	.159	.857	.003
External regulation	Pearson correlation	-.169	1	.182	-.031	.269
	Sig. (2-tailed)	.240		.205	.828	.059
Interjected regulation	Pearson correlation	-.202	.182	1	.486**	.538**
	Sig. (2-tailed)	.159	.205		.000	.000
Identified regulation	Pearson correlation	-.026	-.031	.486**	1	.358*
	Sig. (2-tailed)	.857	.828	.000		.011
Intrinsic regulation	Pearson correlation	-.416**	.269	.538**	.358*	1
	Sig. (2-tailed)	.003	.059	.000	.011	
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Table 6 below shows significant relationships among student engagement. Thus, the null hypothesis fails to be accepted. A strong positive significant relationship between affective and behavioral engagement ($r= 0.503$, $p=0.000$) and behavioral and cognitive engagement ($r=0.477$, $p= 0.000$). The increase in affective engagement also increases behavioral engagement. Similarly, as behavioral engagement increases, cognitive engagement also increases. Affective engagement refers to intrinsic

motivation to learn. Behavioral engagement pertains to being diligent and active in academics and extra-curricular activities. Cognitive engagement directs the learners in deep cognitive processing. The results signified that students often find pleasure and satisfaction in doing tasks related to academics and extra-curricular activities. Moreover, these behavioral tasks related to academics and curricular activities also help the students to develop their cognitive skills. Thus, it is helpful that the school and teachers establish activities that involve emotional appreciation, such as writing reflections and character-building activities.

Table 06: Significance among student engagements

		Affective engagement	Behavioral engagement	Cognitive engagement
Affective engagement	Pearson correlation	1	.503**	.231
	Sig. (2-tailed)		.000	.106
Behavioral engagement	Pearson correlation	.503**	1	.477**
	Sig. (2-tailed)	.000		.000
Cognitive engagement	Pearson correlation	.231	.477**	1
	Sig. (2-tailed)	.106	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 7 below shows significant relationships between motivation and student engagement. Thus, the null hypothesis fails to be accepted. A strong positive significant relationship between interjected regulation and behavioral engagement ($r= 0.472, p=0.001$) and intrinsic regulation and behavioral engagement ($r=0.606, p=0.000$). The results mean that as interjected regulation increases, behavioral engagement also increases. It suggests that as student internal reward or punishment contingencies such as ego, guilt, or anxiety increase, their behavioral engagement in academics and extra-curricular activities also increases. However, the interjected regulation may lead to students' burnout and ultimately degrade their behavioral engagement. Thus, it is vital to consider the student's well-being in providing lifelong learning. On the other hand, a strong positive relationship exists between intrinsic regulation and behavioral engagement ($r= 0.606, p=0.000$), which means that as intrinsic motivation increases, behavioral engagement also increases. It further signifies that, being intrinsically motivated, students often find pleasure, satisfaction, and interest in doing academic and extra-curricular activities.

Table 07: Significance between motivation and student engagement

		Affective engagement	Behavioral engagement	Cognitive engagement
A motivation	Pearson correlation	-.149	-.172	-.198
	Sig. (2-tailed)	.301	.233	.168
External regulation	Pearson correlation	.196	.173	.009
	Sig. (2-tailed)	.172	.229	.950
Interjected regulation	Pearson correlation	.210	.472**	.240
	Sig. (2-tailed)	.143	.001	.093
Identified regulation	Pearson correlation	.119	.134	-.102
	Sig. (2-tailed)	.410	.352	.482
Intrinsic regulation	Pearson correlation	.165	.606**	.184
	Sig. (2-tailed)	.253	.000	.202
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 8 below showed no significant relationships between a motivation, external regulation, interjected regulation, identified regulation, or intrinsic regulation toward academic performance, with p-values > 0.05. Thus, our null hypothesis was *accepted*. Hence, the motivation is not a significant factor that could affect academic performance. It suggested that learning motivation is directly related to learning achievements. However, the results call for urgent attention in teaching and learning as this suggests that motivation is insufficient in driving student's academic performance.

Table 08: Significance between motivations and academic performance

		Academic performance
A motivation	Pearson correlation	-.160
	Sig. (2-tailed)	.267
External regulation	Pearson correlation	.115
	Sig. (2-tailed)	.427
Interjected regulation	Pearson correlation	-.013
	Sig. (2-tailed)	.926
Identified regulation	Pearson correlation	-.055
	Sig. (2-tailed)	.706
Intrinsic regulation	Pearson correlation	.161
	Sig. (2-tailed)	.264
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Table 9 below shows significant relationships between motivation and satisfaction. Thus, the null hypothesis fails to be accepted. A weak negative significant relationship between a motivation and teaching ($r = -0.297$, $p = 0.036$). As the students' a motivation increases, self-satisfaction toward teaching slightly decreases. It signifies that motivated students were unlikely to be satisfied with the teacher's teaching performance. Additionally, there is a weak positive significant relationship between external regulation and teaching ($r = 0.296$, $p = 0.037$) and interjected regulation and teaching ($r = 0.336$, $p = 0.017$). As external and interjected regulation of the student increases, their self-satisfaction toward teaching will also slightly increase. The results suggest that external and interjected motivation are factors for student satisfaction regarding teacher's teaching performance. Furthermore, a strong positive relationship exists between intrinsic regulation and teaching ($r = 0.495$, $p = 0.000$), intrinsic regulation and generic skills and learning experiences ($r = 0.424$, $p = 0.002$), which means the intrinsically motivated individual strongly agrees on their self-satisfaction toward teaching, skills, and experience. These individuals find interest in doing tasks that are inherent to them, such as joy, satisfaction, pleasure, and experiences.

Table 09: Significance between motivations and student satisfaction

		Teaching	Assessment	Generic skills and learning experiences
A motivation	Pearson correlation	-.297*	-.062	-.040
	Sig. (2-tailed)	.036	.669	.784
External regulation	Pearson correlation	.296*	.261	-.021
	Sig. (2-tailed)	.037	.068	.883

Interjected regulation	Pearson correlation	.336*	.183	.424**
	Sig. (2-tailed)	.017	.202	.002
Identified regulation	Pearson correlation	.239	-.134	.100
	Sig. (2-tailed)	.095	.355	.489
Intrinsic regulation	Pearson correlation	.495**	-.001	.089
	Sig. (2-tailed)	.000	.995	.541
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 10 below showed no significant relationships between student engagement and academic performance, with p-values > 0.05. Thus, our null hypothesis was *accepted*. Hence, student engagement is not a significant factor that could affect academic performance. Suggested that learning motivation is directly related to learning achievements. However, the results call for urgent attention in teaching and learning as this suggests that student engagement is insufficient in driving student's academic performance.

Table 10: Significance relationship student engagement and student academic performance

		Academic performance
Affective engagement	Pearson correlation	.148
	Sig. (2-tailed)	.305
	N	50
Behavioural engagement	Pearson correlation	.125
	Sig. (2-tailed)	.388
	N	50
Cognitive engagement	Pearson correlation	-.007
	Sig. (2-tailed)	.959
	N	50

Table 11 below shows significant relationships between student engagement and satisfaction. Thus, the null hypothesis fails to be accepted. Below showed a significant strong positive relationship between behavioral engagement and generic skills and learning experiences ($r=0.376$, $p=0.007$), which means that as behavioral engagement increases, the skills and learning experiences also increase, indicating that students who are active in academic and extracurricular have the strong satisfaction in terms of their skills and learning experiences. Similarly, there is also a strong positive significant relationship between cognitive engagement and assessment ($r=0.401$, $p=0.004$), which suggests that cognitive engagement may result in strong positive assessment satisfaction. Furthermore, a weak positive significant relationship between cognitive engagement and generic skills and learning experiences ($r=0.318$, $p=0.025$) means that cognitive engagement has significance in the students' satisfaction with skills and experiences.

Table 11: Significance relationship student engagement and student satisfaction

Student engagement		Teaching	Assessment	Generic skills and learning experiences
Affective engagement	Pearson correlation	.212	.075	.163
	Sig. (2-tailed)	.139	.605	.258
	N	50	50	50
Behavioral engagement	Pearson correlation	.261	.277	.376**
	Sig. (2-tailed)	.067	.052	.007
	N	50	50	50
Cognitive engagement	Pearson correlation	.220	.401**	.318*
	Sig. (2-tailed)	.125	.004	.025
	N	50	50	50
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 12 below showed no significant relationship between student satisfaction and academic performance (p -values > 0.05). Thus, our null hypothesis was *accepted*. This result suggests that student satisfaction is not a factor in academic performance. This further validates that student satisfaction cannot define academic performance. Based on the results, it could not provide sufficient proof of whether the teaching, the assessment, and the generic skills and learning experiences guarantee positive or negative academic achievement. However, the results call for urgent attention in teaching and learning as this suggests that student self-satisfaction is insufficient in driving student's academic performance.

Table 12: Significant relationships between satisfaction and academic performance

		Academic performance
Teaching satisfaction	Pearson correlation	.046
	Sig. (2-tailed)	.749
Assessment satisfaction	Pearson correlation	.077
	Sig. (2-tailed)	.597
Generic skills and learning experiences satisfaction	Pearson correlation	-.154
	Sig. (2-tailed)	.286
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 13 below shows a strong positive significant relationship between assessment and generic skills and learning experiences ($r = 0.544$, $p = 0.000$). Thus, our null hypothesis is *rejected*. As assessment satisfaction increases, the satisfaction of generic skills and learning experiences strongly increases and vice versa. The result suggests that the assessment is a vital factor contributing to students' skills and learning experience satisfaction.

Table 13: Significance relationship among student satisfactions

		Teaching	Assessment	Generic skills and learning experiences
Teaching	Pearson correlation	1	.120	.089
	Sig. (2-tailed)		.408	.539
Assessment	Pearson correlation	.120	1	.544**
	Sig. (2-tailed)	.408		.000
Generic skills and learning experiences	Pearson correlation	.089	.544**	1
	Sig. (2-tailed)	.539	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

A simple linear regression was calculated to predict academic performance based on learning motivation and learning engagement. Table 14.1 shows that the model's r-squared is 0.113, meaning it explains only 11.3% of the variance in the data. It is over fitting, as evidenced by the negative adjusted r-squared (-0.06) and average prediction error of 3.81 units. These results further explained that the model has low explanatory power and does not generalize the overall data.

Table 14: Model summary on academic performance

Model	R	R square	Adjusted square	r	Std. Error of the estimate
1	.337 ^a	.113	-.060		3.811
A. Predictors: (constant), cognitive engagement, external regulation, identified regulation, a motivation, affective engagement, intrinsic regulation, introjected_regulation, behavioral engagement					

Table 15 below showed no significant equation found. The f-statistic is 0.655, which is not large enough to reject the null hypothesis, and the p-value is 0.727, which is much larger than 0.05. It means that we cannot reject the null hypothesis, and we cannot conclude that the model is statistically significant.

Table 15: Anova^a on academic performance

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	76.120	8	9.515	.655	.727 ^b
	Residual	595.380	41	14.521		
	Total	671.500	49			

A. Dependent variable: academic performance

B. Predictors: (constant), cognitive engagement, external regulation, identified regulation, a motivation, affective engagement, intrinsic regulation, introjected_regulation, behavioral engagement

Table 16 below shows the relationship between various learner self-regulation factors and engagement components. Significant predictors are a motivation and intrinsic regulation. A motivation has a negative coefficient (-.912), which suggests that students with higher a motivation (low motivation and effort) tend to have lower affective engagement (enjoyment and interest). Intrinsic regulation has a positive coefficient (1.115), indicating that students with higher intrinsic regulation (motivation from internal rewards) tend to have higher cognitive engagement (effort and focus). Other possible predictors (need further investigation) are external and identified regulations. External regulation has a positive coefficient (0.192), suggesting external pressure might weakly increase affective engagement, but the significance level (0.752) is high, meaning this effect could be random. Identified regulation has a negative coefficient (-0.792), implying that identified regulation (motivation from valuing the activity) might be associated with lower affective engagement. However, the significance level (0.492) is high, requiring further analysis. Non-significant predictors are interjected regulation, behavioral engagement, and cognitive engagement. Their coefficients and significance levels suggest they have an unclear relationship with the other variables. Moreover, learner a motivation and intrinsic regulation are the most consistent predictors of affective and cognitive engagement, respectively. Other factors need further investigation or may have weaker/indirect effects.

Table 16: Coefficients on academic performance

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	(constant)	86.576	6.761		12.805	.000
	A motivation	-.912	.853	-.184	-1.069	.291
	External regulation	.192	.604	.051	.318	.752
	Introjected_regulation	-.349	1.143	-.061	-.306	.761
	Identified regulation	-.792	1.142	-.129	-.693	.492
	Intrinsic regulation	1.115	1.192	.227	.935	.355
	Affective engagement	.726	1.087	.123	.668	.508
	Behavioral engagement	-.453	1.223	-.094	-.370	.713
	Cognitive engagement	-.163	.868	-.033	-.187	.852
A. Dependent variable: academic performance						

A simple linear regression was calculated to predict student self-satisfaction based on learning motivation and engagement. Table 17 below shows that the model's r-squared value is 0.207, which indicates that the model explains 20.7% of the variance in the data. The adjusted r-squared value of 0.052 is lower than the r-squared value, which suggests that the model may be over fitting the data. The standard error of the estimate is 0.66873, which means that the average prediction is off by 0.66873 units from the actual value. The model has a weak relationship with the data. The low r-squared and adjusted r-squared values suggest that the model does not explain much of the variance in the data. Additionally, the high standard error of the estimate suggests that the model needs to be more accurate in predicting the dependent variable.

Table 17: Model summary for student satisfaction

Model	R	R square	Adjusted r square	Std. Error of the estimate
1	.455 ^a	.207	.052	.66873
A. Predictors: (constant), cognitive engagement, external regulation, identified regulation, a motivation, affective engagement, intrinsic regulation, introjected_regulation, behavioral engagement				

Table 18 below showed no significant equation found. The f-statistic is 1.337, which is not large enough to reject the null hypothesis, and the p-value is 0.253, which is much larger than 0.05. It means that we cannot reject the null hypothesis, and we cannot conclude that the model has explained a statistically significant amount of the variance in the data.

Table 18: Anova^a on student satisfaction

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	4.785	8	.598	1.337	.253 ^b
	Residual	18.335	41	.447		
	Total	23.120	49			
A. Dependent variable: satisfaction						
B. Predictors: (constant), cognitive engagement, external regulation, identified regulation, a motivation, affective engagement, intrinsic regulation, introjected_regulation, behavioral engagement						

Table 19 below shows that the constant term, (constant), has a statistically significant positive relationship with the outcome variable (p-value = 0.000), implying that even when all other variables are zero, there is still a positive effect on the outcome variable. A motivation, external regulation, and interjected regulation have statistically non-significant relationships with the outcome variable (p-values > 0.05), meaning that we cannot conclude whether there is a positive or negative relationship between these variables and the outcome variable. Identified and intrinsic regulation have statistically significant positive relationships with the outcome variable (p-values < 0.05), suggesting that higher levels of these variables are associated with higher levels of the outcome variable. Affective and behavioral engagement have statistically non-significant relationships with the outcome variable (p-values > 0.05), signifying that we cannot conclude whether there is a positive or negative relationship between these variables and the outcome variable. Cognitive engagement has a statistically significant negative relationship with the outcome variable (p-value = 0.186), which means that higher levels of cognitive engagement are associated with lower levels of the outcome variable. Furthermore, the model suggests that identified and intrinsic regulation are the most important predictors of the outcome variable. However, more research is needed to determine the causal relationships between these variables and the outcome variable.

Table 19: Coefficients on student satisfaction

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	(constant)	4.893	1.186		4.124	.000

	A motivation	-.046	.150	-.050	-.308	.759
	External regulation	-.176	.106	-.251	-1.662	.104
	Interjected regulation	.096	.201	.091	.481	.633
	Identified regulation	.218	.200	.191	1.086	.284
	Intrinsic regulation	-.331	.209	-.362	-1.581	.121
	Affective engagement	.086	.191	.078	.451	.655
	Behavioral engagement	.154	.215	.172	.716	.478
	Cognitive engagement	-.205	.152	-.226	-1.347	.186
A. Dependent variable: satisfaction						

Discussion

The cultural representation in everyday items like lanyards helps in preserving and promoting cultural identity, especially among the younger generation. It serves as a daily reminder of their roots and heritage, fostering pride and continuity of cultural traditions [24]. In addition to its immediate benefits, the project has long-term implications for the community. By prioritizing education and supporting ip learners, the initiative contributes to breaking the cycle of poverty and marginalization. Educated individuals are better equipped to secure employment, contribute to their community, and advocate for their rights and needs [25]. Thus, the project not only addresses current educational needs but also invests in the future potential and empowerment of the community. The success of "lanyard mo, kinabukasan ko" is measured through various indicators, including the number of lanyards produced and sold, the quantity and quality of school supplies distributed, and the academic performance and engagement of ip learners [26]. Regular assessments and feedback mechanisms ensure that the project remains responsive to the evolving needs of the students and the community. In conclusion, "lanyard mo, kinabukasan ko" is more than just an income-generating project; it is a comprehensive initiative that combines economic activity with educational support, cultural promotion, and community engagement by incorporating traditional motifs and symbols into the lanyard designs, the project promotes cultural awareness and pride among both creators and users. The primary aim of "lanyard mo, kinabukasan ko" is to ensure that ip students at upper main it elementary school have access to adequate school supplies [27]. This access is fundamental for effective learning and can significantly impact students' motivation, engagement, and academic performance. School supplies such as notebooks, pencils, backpacks, and other educational materials are essential tools that enable students to fully participate in classroom activities and complete assignments [28]. By alleviating the financial burden of purchasing these supplies, the project helps to create a more inclusive educational environment where every student has the opportunity to succeed. Moreover, the project seeks to foster a sense of ownership and pride within the community [29]. By engaging community members in the production and promotion of the lanyards, "lanyard mo, kinabukasan ko" strengthens local ties and promotes a shared sense of purpose [30].

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