



**PERSONAL VALUES, ATTITUDES AND INTERESTS  
AS PREDICTORS OF THE ACADEMIC PERFORMANCE  
OF IP LEARNERS: BASES FOR A PROPOSED FOSTERING  
YIELD IN EDUCATION PROGRAM**

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**Abstract:**

This study aimed to find out whether the personal values, attitudes, and interests of Indigenous People learners enrolled in Badtasan Elementary School influenced their academic performance. The respondents of this study were 92 learners from Grade 4, 5, and 6. A quantitative study utilizing a descriptive-correlational research methodology was employed in this study. Based on the study's findings, the following conclusions were drawn: first, the common personal values of Grade 4, 5, and 6 IP learners were high. Second, the common attitudes of Grade 4 and 6 IP learners were high in terms of school environment, learning, socialization, and family relationship while the common attitudes of Grade 5 IP learners were high in terms of school environment, learning, and family relationship, while moderately high in terms of socialization. Third, the level of interest of Grade 4 IP learners was very high in terms of technology, high in terms of logic, leadership, music, bodily kinesthesia, and naturalistic recognition, while moderately high in terms of language and spatial concept. The level of interest of Grade 5 and 6 IP learners was high in terms of language, logic, leadership, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology.

**Keywords:** educational management, personal values, attitudes, interests of IP learners, Philippines

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## 1. Introduction

One of the difficulties that teachers face in the classroom is dealing with students' attitudes and interests. This post will go over what an attitude is and the characteristics of attitudes in greater detail. A student's attitude and interest are their predispositions to respond in a particular way to something. The student's reaction can range from positive to negative or good to bad. Negative attitudes discourage, limit, and prevent learning, positive change, and growth (Azimovna, 2020).

Academically gifted kids also have more career options, greater incomes, higher levels of confidence and self-esteem, lower levels of anxiety and depression, and a decreased likelihood of drug addiction. A good academic performance will give the child a sense of accomplishment. Academic achievement can help a child get into a good college. Academic success can lead to better job opportunities. Academic success can help a child develop essential life skills. Academic achievement can help children feel satisfied and accomplished. Academic achievement can boost a child's self-confidence (Bona, 2018).

Meanwhile, 56 percent of the population in Badtasan Elementary School are members of the Indigenous People, specifically the Tboli tribe. It was observed that most of them had low academic performance and showed interest in farming. The factors affecting their attitudes could be their values and interests. A child's education is primarily a concurrence of the family, not society. Other issues are community orientation, problem behaviors, and more.

Identified Indigenous Peoples (IP) learners in Badtasan Elementary School often face unique challenges related to their values, attitudes, and interests within the educational context. These challenges can stem from cultural differences, limited representation of their heritage, and a potential clash between traditional beliefs and mainstream educational systems.

There is an urgent need to conduct a research study on the personal values, attitudes, and interests of Indigenous Peoples (IP) learners. Understanding these aspects is crucial for providing culturally responsive and inclusive education that addresses their unique needs and aspirations. By examining their values, we can ensure that educational programs align with their cultural beliefs and traditions, fostering a sense of identity and pride. Additionally, exploring their attitudes and interests will enable educators to design curriculum and learning experiences that resonate with IP learners, promoting engagement and motivation. Ultimately, this research study will contribute to developing equitable and empowering educational practices that support IP learners' holistic growth and success.

Hence, with these observations and ideas, this study was conducted. The researcher sought to determine the factors affecting IP learners' values, attitudes, and interests toward education which could significantly improve their academic performance. By examining these factors, the research aimed to uncover any correlations between students' core beliefs, feelings towards learning, and areas of engagement with

their overall academic achievements. Data was collected through surveys and academic records and interpreted using quantitative and qualitative methods to identify patterns and implications for educational practices. The findings of this study could provide valuable insights to educators and policymakers in tailoring strategies to enhance student learning and academic success in the Integrative Program.

### **1.1. Research Objectives**

This study determined whether personal values, attitudes, and interests influenced the academic performance in all subject areas of Grades 4-6 IP learners of Badtasan Elementary School.

Specifically, this study sought to determine the following:

1. To determine the common personal values of IP learners in terms of:
  - 1.1. self-concept dimension;
  - 1.2. behavioral dimension;
  - 1.3. healthy life dimension;
  - 1.4. social dimension;
  - 1.5. school climate dimension;
  - 1.6. emotional intelligence dimension, and
  - 1.7. world view dimension.
2. To ascertain the common attitudes of IP learners in terms of:
  - 2.1. school environment;
  - 2.2. learning;
  - 2.3. socialization; and
  - 2.4. family relationship.
3. To determine the level of interest of IP learners in terms of:
  - 3.1. language;
  - 3.2. logic;
  - 3.3. leadership;
  - 3.4. music;
  - 3.5. spatial concept;
  - 3.6. bodily kinesthesia;
  - 3.7. naturalistic recognition, and
  - 3.8. technology.
4. To determine the level of academic performance of IP learners.
5. To determine the significant relationship between:
  - 5.1. personal values and academic performance;
  - 5.2. attitudes and academic performance, and
  - 5.3. interest and academic performance.
6. To determine which domain in personal values, attitude, and interest best predicts the academic performance of Grade 4-6 IP learners.
7. To develop an intervention program based on the study's results.

## 1.2. Conceptual Framework

The conceptual framework of the variables in the study is illustrated in Figure 1.

The independent variable of this study was the personal values, attitudes, and interests of IP learners. Common personal values are presented by the indicators: self-concept dimension, behavioral dimension, healthy life dimension, social dimension, school climate dimension, emotional intelligence dimension, and world view dimension (Bona, 2018).

On the other hand, common attitudes are represented by the following indicators: school environment, learning, socialization, family relationships, naturalistic recognition, and technology. Attitude is defined as part of an individual personality influenced by relationship behavior with it (Cornell & Meyer, 2022).

Moreover, interest is presented in language, logic, leadership, music, spatial concepts, bodily kinesthesia, naturalistic recognition, and technology. Developing an interest starts with the initial arousal of interest in a particular topic, which, if maintained, progresses through phases that are separate from and yet coordinated with other motivational factors (Kim, 2020).

The study's dependent variable is academic performance, which was measured based on all the subject areas of IP learners. Academic achievement might be measured in several ways, such as scores on standardized tests, grades, or exam performance; however, such achievement sometimes does not result in a student's actual understanding (Calderone *et al.*, 2018).

## 1.3. Theoretical Framework

This study was anchored mainly with the Theory of Planned Behavior (TPB) by Ajzen (1991), which aims to explain human behavior and the intention to engage in a specific action. It suggests that an individual's intention is influenced by three main factors: attitudes, subjective norms, and perceived behavioral control (the person's perception of the ease or difficulty of performing the behavior). These factors shape the individual's intention, which, in turn, serves as a strong predictor of their actual behavior. TPB provides a valuable framework for understanding and predicting behavior, helping researchers and practitioners design effective interventions to promote or discourage specific actions based on these underlying determinants.

This theory was supported by the Theory of Personal Values proposed by Schwartz, 1992. This theory assumes that individuals possess values that shape their lives and establish preference patterns. The actions taken by individuals are based on value concepts. In social-psychological research, Schwartz's framework is essential for several reasons: First, it explicitly deals with theory, and its core elements are embedded in preliminary social sciences research. Second, the framework employs value dimension measures that have cross-cultural uniformity. The Schwartz Values Survey identifies ten 'low-level' values, including four higher-order value domains, namely self-transcendence (like universalism and benevolence) in comparison to self-enhancement

(such as achievement and power) and conservation (like tradition, conformity and security) in contrast to openness-to-change (like stimulation and self-direction).

In addition, there are two other basic bipolar value dimensions: resultant self-transcendence and resultant conservation. The eco-friendly attitudes and behaviors are positively related to the self-transcendence value types and negatively related to self-enhancement value types. Similarly, the value types of conservation are more likely linked to attitudes of social well-being and the environment. Conversely, the openness-to-change values are negatively associated with pro-environmental behaviors.

Lastly, this study was supported by the Theory of Academic Performance (ToP) by Elger (2007). The ability to produce a valuable result is what the author defined as "perform," and a performer is a person or group that collaborates while at a particular stage of their academic career. Three axioms for effective performance were established by Elger (2007): introspective practice, absorption in an enriching setting, and the performer's mentality. He also identified six components of performance levels: level of knowledge, level of skills, level of identity, and personal and fixed factors.

#### **1.4. Significance of the Study**

The researcher believed that the study would be beneficial to the following group of individuals:

The information gathered in this research may provide a vital platform for understanding and respecting Indigenous communities' unique perspectives, cultural diversity, and knowledge systems worldwide. The study has practical implications for various stakeholders. It can assist local and international agencies in finding solutions for continuous education, especially during the pandemic, and guide financial support for teacher training in the Philippines. The Department of Education can gain insights into the education of Indigenous Peoples (IP) learners, while superintendents can utilize the data for action plans and innovative teaching approaches. School administrators can benefit by formulating programs that promote higher-order thinking skills and create a positive learning environment.

Moreover, the results may help improve the learner's academic performance and will determine the factors affecting the personal values, attitudes, and interests of IP learners. This study may provide various insights for the teachers to choose the appropriate and best intervention. Furthermore, this study may help learners understand the factors affecting their personal values, interests, and attitudes and a guide for better insights into achieving quality education. A researcher measures two variables, understands and evaluates their statistical connection, and does so without the effect of any other variable using the non-experimental research approach of correlational analysis. It helps develop new diagnostic tests, treatments, and processes that could eventually help their children or grandchildren. Finally, the study's outcome may help her understand the personal values, attitudes, interests, and factors affecting learners' academic performance that will serve as a guide for better insights into achieving quality education.

### 1.5. Definition of Terms

The following terms were defined operationally for a better and more precise understanding of the study:

- **Personal Values.** As used in this study, it refers to the expected beliefs practiced by the IP learners who belonged to the T'boli culture. These values being practiced personally by them could be related to the self-concept, behavior, healthy life, social, school climate, emotional intelligence, and worldview dimensions.
- **Attitudes.** As used in this study, it refers to how the IP learners feel and view education in terms of school environment, learning, socialization, and family relationships.
- **Interest.** As used in this study, it refers to something that arouses the attention of IP learners. It could be related to terms of language, logic, leadership, music, spatial concepts, bodily kinesthesia, naturalistic recognition, and technology.
- **IP Learners.** As used in this study, it refers to the study subjects who belonged to the T'boli Group and are officially enrolled in Badtasan Elementary School of Kiamba 1 District, Badtasan, Kiamba Sarangani Province.

## 2. Methodology

This chapter presents the research design, research respondents, research instrument, research procedure, and statistical treatment used in this endeavor.

### 2.1. Research Design

This study employed a quantitative, non-experimental utilizing a correlational technique. A range of methods for methodically analyzing statistical or numerical data to study social phenomena is known as quantitative research design. Because of this, quantitative research is measurement-based and presupposes that the phenomena being examined can be measured. Its goals are to confirm the measurements and look for patterns and correlations in the data. Moreover, a quantitative approach is necessary if the researcher wants to identify a problem based on market trends or has to explain why something happens. The researcher identified the overarching pattern of respondents' responses and noted how this varied between people (Cooksey & Cooksey, 2020; Habib, 2021; Rahman, 2020).

Additionally, quantitative research design aims to gather numerical data and extrapolate it to various populations. This design makes every detail well thought out and planned before data collection. The researcher also has a well-defined research topic that is being answered objectively. Data includes things like numbers and statistics. The project can look into causal linkages, forecast results, or, in a broader sense, generalize ideas (Cooksey & Cooksey, 2020).

A correlational study is a research strategy examining the connections between two or more variables. Without affecting any other variable, a researcher measures two variables, understands and evaluates their statistical connection, and does so using the

non-experimental research method of correlational analysis. No variables are altered or under the experimenter's control since correlational investigations are non-experimental. The quantitative correlational technique is crucial in understanding complex relationships and patterns in real-world data. It is instrumental when researchers are interested in exploring how changes in one variable are associated with changes in another without manipulating or controlling the variables, as in experimental studies (Cataldo *et al.*, 2019; Seeram, 2019; Wang & Cheng, 2020).

Furthermore, the correlational technique was applied to investigate the personal values, attitudes, and interests as predictors of the academic performance of IP learners during the school year 2022-2023. The descriptive survey method of research measures variables' association with varying measurement levels.

## 2.2. Research Locale

This study was conducted in Badtasan Elementary School, Kiamba 1 District, one of the elementary schools of Sarangani School's Division, Sarangani Province. The school has thirteen (13) teachers, including the School Head. The total population of pupils enrolled is 290. It has a diverse culture. The learners are Maguindanaon, Ilocano, T'boli, Bisaya and Ilocanos.

## 2.3. Population and Sample

The respondents of this study were 38 Grade 4 learners, 34 Grade 5 learners, and 20 Grade 6 learners, a total of ninety-two (92) learners from Indigenous people who belong to T'boli Group in Badtasan Elementary School for the school year 2021-2022. This study was conducted using a single group design among the respondents. The researcher employed Census or Total enumeration in the survey (Lieberman & Singh, 2017).

The table shows that they were equally distributed according to their grade level.

**Table 1:** Distribution of Respondents

Respondents	Male	Female	Total
Grade 6	11	9	20
Grade 5	17	17	34
Grade 4	24	14	38
Total	37	37	92

The researcher set the inclusion criteria in the selection of the respondents: male or female, 9 to 11 years old, regardless of religion and ethnicity, who were currently enrolled as Grade 4 to 6 learners in Bantasan Elementary School in the school year 2021-2022.

On the other hand, confident learners were excluded from participation in this study, including those learners aged below 8 and 12 and above. Additionally, respondents who were unable or unwilling to consent or cooperate in data collection were excluded from the study.

Nevertheless, respondents had the right to withdraw from the study at any stage without providing a reason. Any respondent who chose to withdraw was assured that

their decision would not have any negative consequences or impact on their relationship with the school or program. Furthermore, if any respondents displayed discomfort, distress, or emotional unease during the study, appropriate measures were taken to support and ensure their well-being.

#### 2.4. Research Instrumentation

Three instruments were used to gather the data. The Likert scale, which has five points, was utilized for the different factors in the study. According to South *et al.* (2022), to use the Likert Scale, one must first check a box or leave a blank in answer to many questions addressing an object, a stimulus, and an attitude. It is common practice to immediately use the numbers received from a rating scale as measures by doing calculations such as computing averages or, more generally speaking, any arithmetic operations.

The first questionnaire used determined the common personal values of IP learners in Badtasan Elementary School, Kiamba 1 District, Division of Sarangani. It was adapted and modified from the study of Fyffe & Hay (2021) entitled Exploring Children's Values Questionnaire: Measurement, Gender and Age Issues. Its seven indicators were namely: self-concept dimension, behavioral dimension, healthy life dimension, social dimension, school climate dimension, emotional intelligence dimension, and world view dimension. Each indicator has five statements.

In evaluating the common personal values, the scale below was utilized:

Scale	Range	Interpretation
4.50-5.00	Strongly Agree	It means that common personal values are manifested at all times.
3.50-4.49	Agree	It means that common personal values are manifested most of the time.
2.50-3.49	Moderately Agree	It means that common personal values are manifested occasionally.
1.50-2.49	Disagree	It means that common personal values are manifested in a few instances.
1.0-1.49	Strongly Disagree	It means the common personal values are not manifested at all.

The second questionnaire used determined the common attitudes of IP learners in Badtasan Elementary School, Kiamba 1 District, Division of Sarangani. It was adapted and modified from the 2020 Student Attitude to School Survey (Standard). It had four indicators: school environment, learning, socialization, and family relationships. Each indicator had five statements.

In evaluating the shared attitudes, the scale below was utilized:

Scale	Range	Interpretation
4.50-5.00	Strongly Agree	It means that the common attitudes are manifested at all times.
3.50-4.49	Agree	It means that the common attitudes are manifested most of the time.
2.50-3.49	Fairly Agree	It means that the common attitudes are manifested occasionally.
1.50-2.49	Disagree	It means the common attitudes are manifested in a few instances.
1.0-1.49	Strongly Disagree	It means the common attitudes are not manifested at all.

The third questionnaire was used to determine the level of interest of IP learners in Badtasan Elementary School, Kiamba 1 District, Division of Sarangani. It was adapted



and modified from the Learning Interest Questionnaire. Its eight indicators were language, logic, leadership, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology. Each indicator had five statements.

In evaluating the level of interest, the scale below was utilized:

Scale	Range	Interpretation
4.50-5.00	Strongly Agree	It means that the level of interest is very high.
3.50-4.49	Agree	It means that the level of interest is high.
2.50-3.49	Fairly Agree	It means that the level of interest is moderately high.
1.50-2.49	Disagree	It means that the level of interest is low.
1.0-1.49	Strongly Disagree	It means that the level of interest is very low.

**Table 2:** Cronbach's Alpha Internal Consistency

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

It administered the retest method of the instrument to Badtasan Elementary School, Kiamba 1 District.

**Table 3:** Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.951	.8990	95

In compliance with IATF regulations, the researcher also ensured that the following protocols and guidelines were followed:

### 2.5. Data Collection

The following were the procedures followed in conducting the research study. First, the researcher made a research questionnaire and asked expert validators to validate the instrument. Second, the research asked permission from the RMMC Ethics and Review Committee and Graduate School. After the request was granted, the researcher proceeded to the Division of Sarangani's Schools Division Office and requested authorization from the office of the Superintendent of Schools to carry out the study. Then, the researcher asked permission and approval from the principal and the barangay to conduct the study since the COVID-19 pandemic protocols were still in place. The acceptance of IATF from the barangay was needed. After approval, the questionnaires were sent to the 92 Grades 4-6 IP pupils.

Furthermore, it was monitored adequately. With the research found as valid and reliable, the researcher then asked permission and approval from the principal where

respondents were enrolled. Then, the researcher personally administered the questionnaires to the learners. The respondents were given the assurance that their responses would be kept private. They were also assured that their answers would not affect their grades. After this, the researcher immediately retrieved and collected the questionnaires for analysis and interpretation. The test followed the proper protocol with face masks, social distancing, and alcohol use. The scope of the study has lasted for two months.

## 2.6. Statistical Tools

The researcher utilized the appropriate statistical tools to treat the gathered data:

- **Mean** determined IP learners' personal values, interests, and attitudes to objectives 1, 2, and 3.
- **Pearson-r** was employed to determine the significant relationship between personal values and academic performance, attitude and academic performance, and interest and academic performance of IP learners in answer to objective 5.
- **Path Analysis** was used to prove the mediation and to strengthen the obtained result in answer to objective 6.

## 2.7. Ethical Considerations

This study placed the highest priority on privacy and respect for the respondents' beliefs. The researcher sought the consent of the IP learners and their parents. The researcher also made sure that the following procedures and guidelines were followed by IATF obligations:

### 2.7.1. Voluntary Participation

The respondents were given the choice to take part without any plans for loss of benefits or compensation in the event of consequences. Therefore, after the study's purpose and benefits were shown to the participating person, the respondent's rights to provide the body of knowledge were carefully measured and foresighted upon. In this study, the respondents were not forced to be part of the study. They could withdraw their participation when they should feel uncomfortable during the study.

### 2.7.2 Privacy and Confidentiality

By the Data Privacy Act of 2012, which safeguards the fundamental human right to privacy, respondents had the right to privacy, which may not be infringed upon without the respondents' informed agreement. Offering survey participants, the choice to exclude their identities from the questionnaire was one method of upholding privacy and confidentiality in this quantitative study. Besides, confidentiality and privacy were attained by not publishing the demographic data of the informants, such as age, gender, occupation, employment, and disease, if there is any. Hence, their identity was kept confidential for safety purposes. Even their responses to the items in the survey questionnaire were held and considered confidential.

### **2.7.3 The Informed Consent Processes**

The prospective research respondents were fully informed about the research's objectives, methods, and benefits as comprehensively as possible within the framework of the study. The respondents' consent was obtained, indicating that their participation was voluntary. It was done in written form, stating all the essential details to be disclosed to the respondents and how the survey was conducted. The respondents were asked to affix their signatures to the informed consent form confirming that they voluntarily agreed to participate in the survey. Since the respondents were young learners, there was a need to ask for parent's consent. The names of the respondents did not appear in the survey questionnaire, and their answers were kept confidential. The respondents knew they could withdraw from participating in the study at any time.

Furthermore, any data the researcher gathered were protected, and any information would be released through a strict informed consent process. The respondents would have a sense of control over their personal information to lessen their fear that the data or information would be used in any other unintended manner.

### **2.7.4 Recruitment**

The respondents were informed on why they had become part of the study. In order to facilitate further inference and enable the respondents to grasp the substance of the study, the researcher explained the study's goal. The researcher explained the purpose of the study and its importance in addition to the letter.

### **2.7.5 Risks**

Research shall be conducted only if there is an acceptable positive benefit-risk ratio. In this study, protecting the respondents from significant harm was equally essential. The study prioritized the welfare of the respondents. Furthermore, the respondents were not harmed since their identity was held confidential. Their security and safety were of the utmost concern. As the researcher, it was ensured that the respondents were psychologically, physically, and socially prepared. In answering the survey questionnaire, the researcher also ensured the respondents did not feel discomfort or awkwardness.

### **2.7.6 Benefits**

This study would benefit the respondents since the results would serve as an eye-opener for the DepEd officials, school administrators, teachers, and especially parents in creating unity and cooperation for all for continuous quality education during this pandemic. Implementing ways to help parents improve their abilities/knowledge as homeschool teachers. To inspire them and increase their motivation to continue their education at home. It would also inspire those not caring for their children's learning. This study has been conducted for a purpose: to serve its internal and external stakeholders, most especially the students/learners. For continuous learning at home and excellent/ strong relationships with family members and the Almighty. Furthermore, to achieve

beneficence in research, the researcher did all the aspects that would not harm the respondents' lives and, thus, would benefit from further undertakings about the related studies. The rise of continuous learning is essential to all in achieving benefits.

### **2.7.7 Plagiarism**

There was no hint or proof that the research had misinterpreted someone else's work. Grammarly software and other plagiarism checkers were used in the study. As a researcher, there is a need to have positive character and integrity, which are associated with moral virtues and values. The researcher must be more knowledgeable about plagiarism to produce a respectable research report.

### **2.7.8 Creation**

The report had no hint or evidence that the work had been intentionally misinterpreted. There was no fabrication of information or outcomes or deliberate presentation of incorrect conclusions. The investigator utilized and incorporated ideas associated with the data and other inferential notions.

### **2.7.9 Falsification**

The study had no trace of purposefully misrepresenting the theoretical expectation and had no evidence of over-claiming or exaggeration. Additionally, this study did not adhere to manipulating the data, which involved formulating statements or disregarding important details, maneuvering materials, tools, or methodologies that would mislead others.

### **2.7.10 Conflict of Interest (COI)**

The study had no trace of conflict of interest, for example, the disclosure of COI, which is a set of conditions in which professional judgment concerning primary interest, such as respondents' welfare or the validity of the research, tends to be influenced by a secondary interest such as financial or academic gains or recognitions. In addition, the respondents were not coerced into participating in the survey by the researcher, who had no authority or influence over them.

### **2.7.11 Deceit**

There was no indication in the research that the participants were misled about any potential risk. Any research involving respondents must protect their rights, particularly given the diversity of their living circumstances and educational backgrounds. Appropriate and balanced guidelines must be followed.

### **2.7.12 Permission from Organization/Location**

The study's researcher adhered to protocol. Following the indication from the panelists, the adviser, and the RMMCERC committee, the researcher sent a formal letter requesting permission from the superintendents of the school divisions here in General Santos City

to perform the study. Following this, the researcher sent a formal letter with the school's endorsement letter from the division superintendent to the principal of each of the study's participating schools. The public school parents who were part of the study were oriented before administering the survey questionnaire.

### **2.7.12 Authorship**

The study's researcher is a current student at the RMMC Graduate School. Based on the advice and recommendations from her mentor, who had assisted the researcher in finishing this article, she made several changes to the thesis. Her adviser provided assistance that allowed the manuscript to be refined. Additionally, the researcher complied with the RMMC Ethics Review Committee's requirements for ethical consideration.

## **3. Results**

This chapter deals with presenting, analyzing, and interpreting the data gathered.

### **3.1. The Common Personal Values of Grade 4 IP Learners**

Table 2 presents the common personal values of Grade 4 IP learners. Mean and description were utilized to treat the data gathered.

Regarding self-concept, the data showed that Grade 4 IP learners generally had positive perceptions about themselves. The mean of 3.8 described as agreeing, which indicated that the learners primarily manifested their values through self-concept. Specifically, the learners expressed satisfaction with their physical appearance, as indicated by a mean of 3.5. They were generally happy with the way they looked.

Moreover, the learners perceived themselves as good students, with a mean of 3.9. It indicated that they had a positive self-image regarding their academic performance and considered themselves competent in schoolwork. Additionally, they believed themselves to be good persons, as reflected by a mean of 4.0. It indicated they value kindness, honesty, and moral behavior.

Furthermore, the data revealed that Grade 4 IP learners had a positive relationship with their parents. They reported getting along well with their parents, as indicated by a mean of 4.1. It suggested they had a healthy and harmonious bond with their parents, which likely influenced their self-concept positively. Moreover, the learners perceived that their parents were proud of them, with a mean of 3.6. It indicated that they felt recognized and valued.

Regarding the behavioral dimension, the data indicated that Grade 4 IP learners generally exhibited positive behaviors aligned with their values. The mean of 3.9 indicated that they agreed that the values were manifested through their behavior most of the time. The data revealed that IP learners displayed fair play, as indicated by a mean of 3.9. It suggested that they valued fairness and demonstrated sportsmanship and honesty in their interactions with peers. Moreover, the learners showed accountability

for their actions, as evidenced by a mean of 4.4 for saying sorry when they were wrong. It indicated that they recognized their mistakes.

**Table 2**  
*The Common Personal Values of Grade 4 IP Learners*

Indicators	Mean	Description
Self-Concept Dimension	3.8	Agree
Behavioral Dimension	3.9	Agree
Healthy Life Dimension	3.6	Agree
Social Dimension	3.6	Agree
School Climate Dimension	4.3	Agree
Emotional Intelligence Dimension	4.2	Agree
World View Dimension	3.6	Agree

Furthermore, the learners demonstrated emotional maturity and resilience. They did not get angry when they lost, as indicated by a mean of 4.1. It suggested they exhibited good sportsmanship and did not let failures or setbacks negatively affect their behavior. However, the data also revealed areas where improvement may be needed. The learners reported a mean of 3.6 for following class rules, suggesting room for improvement in this aspect. Additionally, they received a mean of 3.4 for listening when others speak, indicating a relatively lower adherence to active listening skills.

Regarding the healthy life dimension, the data indicated that IP learners generally prioritized personal values related to their well-being. The mean of 3.6 suggested that these values are primarily manifested. The learners emphasized the importance of eating healthy food and received a mean of 3.0, indicating a recognition of the significance of a nutritious diet. They also valued playing sports and received a mean of 3.4, which indicated a commitment to physical activity and its positive impact on their health. Moreover, being fit is considered essential to them and received a mean of 3.5, indicating a desire for overall physical well-being. The learners fully understood that smoking was not suitable for them, as reflected by the high mean of 4.6. Additionally, they valued music and arts which received a mean of 3.4 as part of their holistic approach to a healthy life.

On the other hand, in terms of the social dimension, IP learners consistently exhibited their values, with a mean of 3.6, which indicated that they agree to actively encourage their classmates to perform well academically and this received a mean of 3.9, demonstrating a supportive and motivating attitude toward their peers. Additionally, they displayed problem-solving skills by effectively handling problems as they arose, receiving a mean of 3.5, showcasing their ability to address challenges proactively. The learners sought support from their parents, teachers, and friends when encountering difficulties. They received a mean of 3.5, reflecting their understanding of the importance of seeking help and relying on their social networks. They also exhibited inclusivity by playing with children who were different from them, receiving a mean of 3.8, showcasing their acceptance and appreciation of diversity. Furthermore, they recognized the value of

speaking different languages which received a mean of 3.5, indicating an openness towards different cultures and a belief in the power of language diversity.

The data indicated that IP learners generally exhibit personal values aligned with a positive school climate. They felt safe at school (mean of 4.5), highlighting the importance of a secure and nurturing environment. Additionally, their school was perceived as peaceful (mean of 4.3), indicating a lack of disruptive or hostile behavior. IP learners actively contributed to group work, doing their share of work (mean of 4.0) and showcasing a sense of responsibility and cooperation. They also experienced a caring atmosphere, with children looking out for one another and teachers showing care for the students (mean of 4.7). However, while IP learners felt part of their school community, there may be room for improvement regarding their efforts being fully appreciated (mean of 3.8).

Moreover, regarding emotional intelligence, Grade 4 IP learners exhibited personal values most of the time, as evidenced by the mean of 4.2. They demonstrated self-awareness by recognizing their emotional states of happiness or sadness (mean of 4.5), indicating an understanding of their emotions. Furthermore, IP learners could control their temper (mean of 4.3), highlighting their emotional regulation skills. They had goals for the future (mean of 4.7), demonstrating a sense of purpose and direction. However, there may be an opportunity for improvement in practice to improve their results (mean of 3.4). Additionally, they showed a willingness to help others when someone is hurt (mean of 3.9), displaying empathy and compassion.

Furthermore, regarding the worldview dimension, Grade 4 IP learners generally exhibited personal values that aligned with an optimistic worldview, as indicated by the mean of 3.6. They treated people well, irrespective of their appearance (mean of 4.0), emphasizing the importance of respect and inclusivity. IP learners also loved helping poor people (mean of 3.5), showcasing their empathy towards those in need. They displayed a sense of fairness by standing up for others, even if they were not friends (mean of 3.0). Furthermore, IP learners believed that wealthy individuals should contribute more to support the less fortunate (mean of 4.0), reflecting a sense of social responsibility. They also exhibited sensitivity towards instances of someone being made fun of (mean of 3.6), demonstrating their empathy towards victims of ridicule.

### **3.2. The Common Personal Values of Grade 5 IP Learners**

Table 3 presents the common personal values of Grade 5 IP learners in terms of self-concept, behavior, healthy life, social, school climate, emotional intelligence, and worldview dimensions. Mean and description were utilized to treat the data gathered.

Data revealed that the common personal values of Grade 5 IP learners were manifested most of the time, as shown in the mean of 4.3, indicating that IP learners were happy with how they looked, with a mean of 4.5. They were good at school, with a mean of 4.3. IP learners were good persons with a mean of 4.0. IP learners got on well with their parents, with a mean of 4.7. Their parents were proud of them, with a mean of 3.8.

**Table 3**

*The Common Personal Values of Grade 5 IP Learners*

Indicators	Mean	Description
Self-Concept Dimension	4.3	Agree
Behavioral Dimension	3.6	Agree
Healthy Life Dimension	3.9	Agree
Social Dimension	4.2	Agree
School Climate Dimension	3.9	Agree
World View Dimension	3.6	Agree

Regarding behavior, Grade 5 IP learners consistently demonstrated positive qualities, as indicated by a mean score of 3.6. They prioritized fair play, with a mean score of 4.0, and showed accountability by apologizing when wrong (mean score: 3.5). Despite some room for improvement (mean score: 3.0), IP learners generally handled losing without anger. They also exhibited adherence to class rules (mean score: 4.0) and displayed active listening when others speak (mean score: 3.6). Overall, these findings highlighted the positive behavioral tendencies of IP learners, indicating their maturity and respect for others.

Moreover, the results indicated that in the realm of a healthy lifestyle, IP learners consistently demonstrated strong personal values, as evidenced by the mean score of 3.9. They emphasized the importance of consuming nutritious food, as indicated by a mean score of 4.0. Engaging in physical activities and playing sports also ranked high in importance, with a mean score of 3.9. Maintaining fitness levels was a priority for them, evidenced by the mean score of 4.4. Additionally, IP learners recognized the detrimental effects of smoking on their health, with a mean score of 3.4, indicating their aversion to the habit. Lastly, the learners appreciated music and arts, reflecting a mean score of 3.9. Furthermore, the personal values of IP learners were consistently evident in various dimensions of their lives. Regarding the social dimension, their values were strongly demonstrated, as indicated by a mean score of 4.2, indicating that they actively encourage their classmates to excel academically, as shown by a mean score of 4.5. They effectively handled problems as they arose, with a mean score of 4.3, and sought support from their parents, teachers, and friends, as indicated by a mean score of 4.7. However, there was room for improvement in their willingness to play with children different from them, as reflected by a mean score of 3.4. Nevertheless, IP learners recognized the value of speaking different languages, as shown by a mean score of 3.9.

On the other hand, the personal values of IP learners were consistently manifested, as indicated by a mean score of 4.2 in terms of the school climate dimension. They felt safe in their school environment, with a mean score of 4.7, and perceived their school as peaceful, as reflected by a score of 4.5. IP learners actively contributed their fair share of work within groups, as shown by a mean score of 4.3. However, there was room for improvement regarding the sense of caring among students and between teachers and children (3.9). Additionally, they felt a sense of belonging in their school, but there was room for improvement in recognizing their efforts, as reflected by a mean score of 3.4.



The personal values of Grade 5 IP learners were strongly evident in terms of the emotional intelligence dimension, as indicated by a mean score of 4.7. They demonstrated self-awareness by recognizing their emotions, as shown by a score of 4.5. They also exhibited self-control, with a mean score of 4.3, and possess goals for the future, as reflected by a mean score of 3.9. However, there is room for improvement in practice to improve their results (3.4). Additionally, they display empathy by helping others when hurt, as shown by a mean score of 3.9.

Lastly, the personal values of Grade 5 IP learners in terms of the worldview dimension were generally evident, as indicated by a mean score of 3.6, indicating that they treated people well, regardless of appearance, as shown by a mean score of 3.0. They expressed a willingness to help those in need, with a mean score of 3.4, and demonstrated standing up for others, even if they were not friends, as reflected by a mean score of 3.5. They strongly believed that wealthy individuals should contribute more to assist the less fortunate (mean=4.6). Moreover, they felt upset when witnessing someone being mocked or ridiculed, as shown by a mean score of 3.4.

### 3.3. The Common Personal Values of Grade 6 IP Learners

Table 4 presents the common personal values of Grade 6 IP learners. Mean and description were utilized to treat the data gathered.

**Table 4**  
*The Common Personal Values of Grade 6 IP Learners*

Indicators	Mean	Description
Self-Concept Dimension	3.9	Agree
Behavioral Dimension	3.8	Agree
Healthy Life Dimension	3.8	Agree
Social Dimension	3.9	Agree
School Climate Dimension	3.8	Agree
Emotional Intelligence Dimension	3.8	Agree
World View Dimension	3.7	Agree

The data revealed that Grade 6 IP learners consistently demonstrated common personal values, as indicated by a mean score of 3.9. They expressed contentment with their appearance, as reflected by a mean score of 3.5. Moreover, they demonstrated proficiency in school, with a mean score of 3.7, and exhibited positive character traits, as indicated by a mean score of 3.4. Additionally, IP learners reported having harmonious relationships with their parents, with a mean score of 4.7, and their parents expressed pride in them, as shown by a mean score of 3.6.

Moreover, regarding the behavioral dimension, the common personal values of Grade 6 IP learners were consistently manifested, as reflected by a mean score of 3.8, indicating that they displayed fairness during interactions, as shown by a mean score of 3.8, and took responsibility by apologizing when in the wrong, with a mean score of 4.0. IP learners exhibited emotional control, as indicated by a mean score of 3.5, even when

they experienced defeat. Furthermore, they adhered to class rules, with a mean score of 3.7, and actively listened to others, as reflected by a mean score of 4.1.

The common personal values of IP learners were frequently evident, as evidenced by a mean score of 3.8 regarding the healthy life dimension. They recognized the importance of consuming healthy food, as indicated by a mean score of 3.5, and valued engaging in sports activities, as reflected by a mean score of 3.9. IP learners also emphasized the significance of maintaining physical fitness, with a mean score of 4.1. They demonstrated awareness of the harmful effects of smoking, as shown by a mean score of 4.0. Additionally, they expressed appreciation for music and arts, with a mean score of 3.5.

The common personal values of IP learners were consistently manifested, with a mean score of 3.9, indicating that in terms of the social dimension, they actively encouraged their classmates to excel academically, as reflected by a mean score of 3.8. IP learners demonstrated practical problem-solving skills, as indicated by a mean score of 4.1, and sought support from their parents, teachers, and friends when faced with difficulties, with a mean score of 4.5. While they generally engaged in play with children different from them, there was room for improvement, as shown by a mean score of 3.8. IP learners also recognized the value of speaking different languages, as reflected by a mean score of 3.5.

Moreover, the common personal values of IP learners were consistently evident in the school climate dimension, as indicated by a mean score of 3.8. They reported feeling safe within the school environment, with a mean score of 4.1, and perceived their school as peaceful, as reflected by a mean score of 4.0. IP learners generally fulfilled their responsibilities within group work, with a mean score of 3.6. While they recognized a sense of care among children and between teachers and students, there was room for improvement, as indicated by a mean score of 3.9. Moreover, IP learners felt a sense of belonging in their school, although their efforts were not always fully appreciated, as shown by a mean score of 3.4.

### **3.4. The Common Attitudes of Grade 4 IP Learners**

Table 5 presents Grade 4 IP learners' attitudes regarding school environment, learning, socialization, and family relationships.

The data revealed that Grade 4 IP learners consistently exhibited common attitudes, particularly with the school environment, as indicated by a mean score of 3.9, indicating that they expressed happiness and a liking for their school, with a mean score of 3.9. They felt a sense of pride in being students at their school, as reflected by a mean score of 4.4. Moreover, IP learners demonstrated respect towards their teachers, with a mean score of 4.1, and treated all students fairly, as shown by a mean score of 3.6. Additionally, IP learners felt empowered in decision-making processes, such as class activities and rules, with a mean score of 3.4.

In terms of learning, the common attitudes of Grade 4 IP learners were frequently evident, as reflected by a mean score of 3.6, indicating that IP learners displayed a

proactive approach to catching up on missed school work, with a mean score of 3.5. They expressed a strong desire to learn new things that genuinely interested them, as indicated by a mean score of 4.1. While they acknowledged challenges in their learning, with a mean score of 3.2, IP learners demonstrated a willingness to work hard and strive for improvement, as shown by a mean score of 3.0. Moreover, they exhibited confidence in their ability to keep up with their learning, with a mean score of 4.1.

The common attitudes of Grade 4 IP learners were consistently evident in terms of socialization, with a mean score of 3.7, indicating that they considered the people they regularly interacted with as their friends, as reflected by a mean score of 3.4. They displayed empathy and a willingness to support their peers when upset, with a mean score of 3.3. Unfortunately, some IP learners reported bullying or being picked on by others, as indicated by a mean score of 4.1. They also experienced teasing or name-calling at school, with a mean score of 4.0. Nonetheless, IP learners generally reported getting along well with others, as shown by a mean score of 3.5.

Regarding family relationships, the common attitudes of IP learners were frequently manifested, with a mean score of 3.7, indicating that they consistently communicated with their families about their problems, as reflected by a mean score of 3.6. They reported having a strong bond and getting along very well with their families, with a mean score of 3.2. Moreover, IP learners felt supported by their families, as indicated by a mean score of 3.8. They also recognized receiving positive and negative advice from their families, with a mean score of 4.1. Furthermore, IP learners expressed love for their families, with a mean score of 4.0.

**Table 5**  
*The Common Attitudes of Grade 4 IP Learners*

Indicators	Mean	Description
School Environment	3.9	Agree
Learning	3.6	Agree
Socialization	3.7	Agree
Family Relationship	3.7	Agree

### **3.5. The Common Attitudes of Grade 5 IP Learners**

Table 6 presents Grade 5 IP learners' attitudes regarding school environment, learning, socialization, and family relationships. Mean and description were utilized to treat the data gathered.

Data revealed that the common attitudes of Grade 4 IP learners were manifested most of the time in terms of the school environment, as shown in the mean of 3.7, indicating that they were happy and liked to be at this school, with a mean of 3.4. IP learners felt proud about being a student at this school, with a mean of 3.3. They treated their teachers with respect, with a mean of 4.1. They treated all students fairly, with a mean of 4.0. IP learners helped decide things like class activities and rules, and they felt they had a voice at this school, with a mean of 3.5.

Moreover, in terms of learning, the common attitudes of Grade 4 IP learners were manifested most of the time, as shown in the mean of 3.8, which indicated that they tried to catch up on their school work if they were absent, with a mean of 3.5. They wanted to learn new things that interest them, with a mean of 3.8. They were good at learning and could do challenging schoolwork with a mean of 4.0. They studied harder when they did not get good results, with a mean of 4.1. IP learners were confident and could keep up with their learning, with a mean of 3.6.

Furthermore, data revealed that in terms of socialization, the common attitudes of Grade 4 IP learners were manifested occasionally, as shown in the mean of 3.3, which indicated that they considered the people they regularly interact with to be their friends, with a mean of 3.2. They helped their peers feel better when upset, with a mean of 3.5. They have been bullied or picked on by another person with a mean of 3.0. IP learners have often been teased unpleasantly or called names at their school, with a mean of 3.1. They got along well with other people, with a mean of 3.5.

Regarding family relationships, the common attitude of IP learners was manifested most of the time, as shown in the mean of 3.7, which indicated that they always talked to their families about their problems with a mean of 3.6. They got along very well with their family, with a mean of 3.8. They got support from their family with a mean of 4.1. IP learners got positive and negative advice from their families, with a mean of 4.0. They loved their family with a mean of 3.4.

**Table 6**  
*The Common Attitudes of Grade 5 IP Learners*

Indicators	Mean	Description
School Environment	3.7	Agree
Learning	3.8	Agree
Socialization	3.3	Fairly Agree
Family Relationship	3.7	Agree

### 3.6. The Common Attitudes of Grade 6 IP Learners

Table 7 presents Grade 6 IP learners' attitudes regarding school environment, learning, socialization, and family relationships. Mean and description were utilized to treat the data gathered.

Data revealed that the common attitudes of Grade 6 IP learners were manifested most of the time in terms of the school environment, as shown in the mean of 3.9, indicating that IP learners were happy and liked to be at this school, with a mean of 4.0. IP learners feel proud about being a student at this school, with a mean of 3.9. They treat their teachers with respect, with a mean of 4.4. They treated all students fairly, with a mean of 3.4. IP learners helped decide things like class activities and rules, and they felt they had a voice at this school, with a mean of 3.9.

In terms of learning, the common attitudes of Grade 6 IP learners were manifested most of the time, as shown in the mean of 3.9, which indicated that they tried to catch up on their school work if they were absent, with a mean of 3.9. They wanted to learn new

things that interest them, with a mean of 4.4. They were good at learning and could do challenging school work with a mean of 4.1. They studied harder when they did not get good results, with a mean of 3.6. IP learners were confident and could keep up with their learning, with a mean of 3.4.

Moreover, the common attitudes of Grade 6 IP learners were manifested most of the time, as shown in the mean of 3.6, indicating that regarding the school climate dimension, they considered the people they regularly interact with to be their friends with a mean of 4.0. They helped their peers feel better when upset, with a mean of 3.5. They have been bullied or picked on by another person with a mean of 3.0. They have often been teased unpleasantly or called names at their school, with a mean of 4.0. They got along well with other people, with a mean of 3.6.

**Table 7**  
*The Common Attitudes of Grade 6 IP Learners*

Indicators	Mean	Description
School Environment	3.9	Agree
Learning	3.9	Agree
Socialization	3.6	Agree
Family Relationship	3.6	Agree

Similarly, the common attitude of IP learners was manifested most of the time, as shown in the mean of 3.6, which indicated that in family relationships, IP learners always talked to their families about their problems with a mean of 3.0. They got along very well with their family, with a mean of 3.4. They got support from their family with a mean of 3.5. IP learners got positive and negative advice from their families, with a mean of 4.6. They loved their family with a mean of 3.4.

### **3.7. The Level Interest of Grade 4 IP Learners**

Table 8 represents the level of interest of Grade 4 IP learners in terms of language, leadership, logic, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology.

In terms of language, the data revealed that the level of interest among Grade 4 IP learners was moderately high, with a mean score of 2.7, indicating that IP learners fairly agreed to read stories and poems daily, scoring a mean of 3.1. Additionally, they preferred playing riddles, crosswords, and word games, with a mean score of 3.0. Furthermore, they dedicated time to learning other languages, scoring a mean of 2.8. However, their enthusiasm for writing diaries and recording their feelings was relatively lower, with a mean score of 2.5. Lastly, their engagement with newspapers and magazines scored a mean of 2.1 on average.

Furthermore, the level of interest among Grade 4 IP learners was high in logic, as demonstrated by a mean score of 3.5, indicating that they actively participated in mathematics competitions, scoring a mean of 3.1. Moreover, they regularly joined chess

competitions, with a mean score of 2.9. Additionally, they showed keen interest in spending time on scientific experiments, scoring a mean of 4.1. Notably, they also loved playing logic and reasoning games, with a mean score of 3.5. Finally, their daily engagement in mathematical games scored a mean of 3.9.

Moreover, in leadership, it was evident that the level of interest among IP learners was high, as evidenced by a mean score of 4.3, indicating that they actively participated in community activities, scoring a mean of 4.5. Additionally, they liked tutoring their peers, with a mean score of 4.3. Furthermore, they collaborated with others to organize activities, scoring a mean of 4.0. Importantly, they harbored aspirations to become leaders within a team or group, scoring a mean of 4.7. Notably, IP learners sought out challenging activities, scoring a mean of 3.8.

**Table 8**  
*The Level of Interests of Grade 4 IP Learners*

Indicators	Mean	Description
Language	2.7	Fairly Agree
Logic	3.5	Agree
Leadership	4.3	Agree
Music	3.5	Agree
Spatial Concept	3.2	Fairly Agree
Bodily Kinesthesia	4.1	Agree
Naturalistic Recognition	3.8	Agree
Technology	4.5	Strongly Agree

Regarding music, IP learners displayed a high level of interest, with a mean score of 3.5, indicating that they expressed a strong desire to learn how to play a musical instrument, scoring a mean of 4.0. Furthermore, they exhibited a love for watching musical performances, with a mean score of 3.9. Additionally, they dedicated their spare time to singing and dancing, scoring a mean of 3.8. Moreover, IP learners envisioned themselves as band or choir members, with a mean score of 3.0. Lastly, they dreamt of enrolling in a musical institution in the future, scoring a mean of 2.8.

Shifting the focus to spatial concepts, the level of interest among IP learners was moderately high, as shown by a mean score of 3.2, which indicated that IP learners demonstrated interest in sketching or landscaping, with a mean score of 2.8. Moreover, they loved drawing pictures, scoring a mean of 4.0. Additionally, they actively engaged in outdoor activities, with a mean score of 3.8. However, their interest in reading maps was relatively lower, scoring a mean of 2.5. Lastly, IP learners showed an inclination towards designing or playing maze games, scoring a mean of 3.1.

**Table 9**

*The Level of Interests of Grade 5 IP Learners*

Indicators	Mean	Description
Language	3.8	Agree
Logic	3.7	Agree
Leadership	3.9	Agree
Music	3.9	Agree
Spatial Concept	3.8	Fairly Agree
Bodily Kinesthesia	3.8	Agree
Naturalistic Recognition	3.9	Agree
Technology	3.7	Strongly Agree

Turning to bodily kinesthesia, IP learners exhibited a high level of interest, as demonstrated by a mean score of 4.1, indicating that they actively participated in ball games, scoring a mean of 3.6. Additionally, they expressed a love for learning handicrafts such as weaving, knitting, and carving, with a mean score of 3.1. Notably, they showcased their swimming and diving skills, scoring a mean of 4.8. Furthermore, IP learners eagerly participated in stage performances, scoring a mean of 4.5. Lastly, they displayed enthusiasm for climbing hills and hiking, with a mean score of 4.4.

Regarding naturalistic recognition, IP learners exhibited a high level of interest, as reflected in a mean score of 3.8, indicating that they enjoyed watching birds, scoring a mean of 3.8. Additionally, they expressed a love for cultivating flower gardens, scoring a mean of 3.5. Moreover, they demonstrated the ability to raise animals, scoring a mean of 4.1. Furthermore, IP learners were keen to go out for field trips, scoring a mean of 4.7. Lastly, they showcased their ability to engage in organic farming, scoring a mean of 3.1.

Turning to technology, IP learners displayed a very high level of interest, with a mean score of 4.5, indicating that they expressed a fondness for spending their free time surfing the internet, scoring a mean of 4.4. Additionally, they used their computers or cellphones to complete assignments, scoring 4.2. Furthermore, they actively made friends online, with a mean score of 4.4. Notably, they enjoyed editing their pictures using their gadgets, scoring 4.6. Lastly, IP learners regularly played online games, scoring 4.7.

### **3.8. The Level Interest of Grade 5 IP Learners**

Table 9 represents the level of interest of Grade 5 IP learners in terms of language, leadership, logic, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology. Mean and description were utilized to treat the data gathered.

Data revealed that the level of interest of Grade 5 IP learners was high in language, as shown in the mean of 3.8, indicating that they agreed to read stories and poems daily with a mean of 3.8. They liked playing riddles, crosswords, and word games with a mean of 4.0. They spent time learning other languages with a mean of 3.5. They loved writing diaries and recording their feelings time after time, with a mean of 3.7. IP learners read newspapers and magazines regularly, with a mean of 4.1.

The Grade 5 IP learners demonstrated high interest across various domains, as evidenced by their mean scores. They exhibited a strong interest in logic, with a mean score of 3.7, indicating that these learners actively participated in mathematics

competitions (mean score: 3.6). They regularly engaged in chess competitions (mean score: 3.8). Additionally, they showed enthusiasm for scientific experiments (mean score: 4.1) and thoroughly enjoyed logic and reasoning games (mean score: 4.0). Furthermore, they dedicated time every day to playing mathematical games (mean score: 3.4).

Regarding leadership, the IP learners displayed a high level of interest, as indicated by a mean score of 3.9, indicating that they actively participated in community activities (mean score: 3.8) and found joy in tutoring their peers (mean score: 4.1). Collaborating with others to organize activities was another area where they excelled, as reflected by a mean score of 4.5. Moreover, they desired to become leaders within team or group settings (mean score: 3.8) and willingly embraced challenging activities (mean score: 3.5).

In music, the IP learners' level of interest was also high, with a mean score of 3.9, indicating that they expressed a keen interest in learning how to play musical instruments (mean score: 3.5) and greatly enjoyed watching musical performances (mean score: 3.7). Additionally, they devoted their spare time to singing and dancing (mean score: 3.4) and aspired to be members of bands or choirs (mean score: 4.7). Furthermore, they expressed dreams of enrolling in musical institutions in the future (mean score: 3.6).

Regarding spatial concepts, the IP learners' interest level was moderately high, as shown by a mean score of 3.8, indicating fairly that they demonstrated an interest in sketching or landscaping (mean score: 3.6) and expressed a love for drawing pictures (mean score: 4.1). The learners actively participated in outdoor activities (mean score: 3.5) and enjoyed reading maps (mean score: 3.7). Moreover, they exhibited a fondness for designing and playing maze games (mean score: 4.1).

Regarding bodily kinesthesia, the IP learners displayed a high level of interest, as indicated by a mean score of 3.9, indicating that they actively participated in ball games (mean score: 3.5) and thoroughly enjoyed learning handicrafts such as weaving, knitting, and carving (mean score: 4.1). Additionally, they possessed the skills to swim and dive (mean score: 4.5) and eagerly took part in stage performances (mean score: 3.8). Furthermore, they expressed a love for climbing hills and going hiking (mean score: 3.8). Regarding technology, the level of interest of IP learners was very high, as shown in the mean of 3.7, which indicated that IP learners strongly agreed to spend their free time surfing the internet, with a mean of 3.6. They used their computer or cell phone to answer their assignments with a mean of 3.8. They made friends on the internet with a mean of 4.1. They loved editing their picture using their gadgets with a mean of 4.0. They played online games regularly, with a mean of 3.4.

### **3.9. The Level Interest of Grade 6 IP Learners**

Table 10 represents the level of interest of Grade 6 IP learners in terms of language, leadership, logic, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology.

The data indicated that Grade 6 IP learners exhibited a high level of interest in language, as reflected by a mean score of 3.6, indicating that these learners engaged in



reading stories and poems daily (mean score: 3.4). They demonstrated enthusiasm for playing riddles, crosswords, and word games (mean score: 4.0), as well as for learning other languages (mean score: 3.7). Additionally, they expressed a love for writing diaries and recording their feelings (mean score: 3.5) and regularly read newspapers and magazines (mean score: 3.5).

**Table 10**  
*The Level of Interests of Grade 6 IP Learners*

Indicators	Mean	Description
Language	3.6	Agree
Logic	3.8	Agree
Leadership	3.9	Agree
Music	3.7	Agree
Spatial Concept	3.7	Fairly Agree
Bodily Kinesthesia	3.8	Agree
Naturalistic Recognition	3.8	Agree
Technology	3.8	Strongly Agree

Regarding logic, Grade 5 IP learners exhibited a high level of interest, as indicated by a mean score of 3.8, which indicated that they actively participated in mathematics competitions (mean score: 3.3). They regularly engaged in chess competitions (mean score: 4.5). Furthermore, they enjoyed spending time on scientific experiments (mean score: 3.4) and showed a strong affinity for logic and reasoning games (mean score: 4.0). Additionally, these learners played mathematical games daily (mean score: 3.6).

Regarding leadership, IP learners displayed a high level of interest, as reflected by a mean score of 3.9, indicating that they actively participated in community activities (mean score: 4.1). They expressed a fondness for tutoring their peers (mean score: 4.4). Collaborating with others to organize activities was another area where they excelled, as shown by a mean score of 3.5. While their desire to become leaders in team/group settings received a lower mean score of 3.2, they demonstrated a strong inclination towards engaging in challenging activities (mean score: 4.5).

In terms of music, IP learners exhibited a high level of interest, with a mean score of 3.7, indicating that they expressed a desire to learn how to play musical instruments (mean score: 3.6) and thoroughly enjoyed watching musical performances (mean score: 4.1). Furthermore, they dedicated their spare time to singing and dancing (mean score: 4.0) and expressed aspirations to be members of bands or choirs (mean score: 3.2). Moreover, they dreamt of enrolling in musical institutions in the future (mean score: 3.5). Regarding spatial concepts, the level of interest among IP learners was moderately high, as reflected by a mean score of 3.7, indicating that they fairly agreed to exhibit an interest in sketching or landscaping (mean score: 4.1). They demonstrated a love for drawing pictures (mean score: 4.0). Additionally, they actively participated in outdoor activities (mean score: 3.7). They expressed a liking for reading maps (mean score: 3.8). However, their interest in designing or playing maze games received a lower mean score of 3.1. IP learners demonstrated a high level of interest in bodily kinesthesia, as indicated by a

mean score of 3.8, representing agreement. They actively participated in ball games (mean score: 3.5) and exhibited a love for learning handicrafts such as weaving, knitting, and carving (mean score: 4.1). Furthermore, they possessed the ability to swim and dive (mean score: 3.6) and enthusiastically took part in stage performances (mean score: 3.8). Additionally, they expressed a fondness for climbing hills and going hiking (mean score: 4.0).

Moreover, regarding naturalistic recognition, IP learners displayed a high level of interest, as reflected by a mean score of 3.8, indicating that they enjoyed spending time watching birds (mean score: 3.6) and expressed a passion for cultivating flower gardens (mean score: 3.3). Moreover, they possessed the ability to raise animals (mean score: 4.1) and expressed a love for going on field trips (mean score: 4.5). Additionally, they demonstrated an interest in engaging in organic farming (mean score: 3.6).

IP learners exhibited a very high level of interest in technology, as indicated by a mean score of 3.8, which indicated that they strongly agreed to express enjoyment in spending their free time surfing the internet (mean score: 3.6) and utilizing computers or cellphones to complete assignments (mean score: 4.1). Furthermore, they actively made friends on the internet (mean score: 4.0) and expressed a liking for editing pictures using gadgets (mean score: 3.3). Additionally, they regularly played online games (mean score: 3.9).

### 3.10. The Academic Performance of IP Learners

Table 11 presents the academic performance of IP learners. Frequency and Percentage were employed to get the average grades in three (3) sections.

Data revealed that the academic performance of Grade 4 learners was good. It indicated that Grade 4 learners obtained academic grades of 85 to 89. Three (3) or 9% obtained excellent academic performance, eight (8) or 23% obtained very good, 18, or 53% obtained good, five (5) or 15% obtained fair, and none needs improvement.

The academic performance of Grade 5 learners was good. It indicated that Grade 5 learners obtained academic grades of 85 to 89. 4 or 13% obtained an excellent academic performance, 8 or 27% obtained very good, 15 or 50% obtained good, 3 or 10% obtained fair, and none obtained needs improvement.

The academic performance of Grade 6 learners was good. It indicated that Grade 6 learners obtained academic grades of 85 to 89. 5 or 18%, obtained an excellent academic performance; 15, or 54%, obtained very good; 6, or 21% obtained good; 2, or 7% obtained fair, and none obtained needs improvement.

**Table 11**  
*The Academic Performance of IP Learners*

Academic Performance	Grade 4		Grade 5		Grade 6	
	F	P	F	P	F	P
Excellent 95-100	3	9	4	13	5	18
Very Good 90-94	8	23	8	27	15	54
Good 85-89	18	53	15	50	6	21
Fair 80-84	5	15	3	10	2	7
Needs Improvement 75-79	0	0	0	0	0	0
<b>TOTAL</b>	<b>34</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>28</b>	<b>100</b>

### 3.11. Domain of Personal Values, Attitudes, and Interests Best Predicts the Academic Performance of IP Learners

Table 12 presents the domain of personal values, attitudes, and interests that best predicts the academic performance of IP learners. Since the probability value is  $p < 0.05$ .  $R^2$  value of .501 implies that 50.1% of the personal values, attitudes, and interests best predict the academic performance of IP learners, while other factors influenced the remaining 49.9%. It revealed that the t-values of personal values in terms of self-concept dimension, behavioral dimension, healthy life dimension, social dimension, school climate dimension, emotional intelligence dimension, and worldview dimension were 2.15, 3.105, 1.009, 3.461, 3.004, and 1.985, respectively. Further, it revealed that the t-values of attitude regarding the school environment, learning, socialization, and family relationship were 2.786, 1.44, 1.983, and 3.541, respectively. Moreover, the t-value of interest in language, logic, leadership, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology were 1.983, .994, 2.786, 1.44, 2.786, 1.44, 2.15, and 2.990.

Therefore, among the seven indicators in personal values, the best domain that significantly predicted the academic performance of IP learners was the school climate dimension with  $p < 0.05$ . The best domain that significantly predicted the academic performance of IP learners in terms of attitudes was family relation with coefficient of 3.541 and  $p = .001$ , which was lesser than 0.05 significance level, while in terms of interest, the best domain that significantly predicted the academic performance of IP learners was technology with coefficient of 2.990 and  $p = .001$  which was lesser than 0.05 significance level.

**Table 12**

Domain that Predicts the personal values, attitude, and interests best predicts the academic performance of Grade 4-6 IP learners

Personal Values	Community Peace and Order		
	B	t-value	p-value
Self-Concept Dimension	.203	2.15	.005
Behavioral Dimension	.201	3.105	.003
Healthy Life Dimension	.170	1.009	.105
Social Dimension	.279	3.478	.002
School Climate Dimension	.288	3.461	.001
Emotional Intelligence Dimension	.203	3.004	.003
World View Dimension	1.456	1.985	.004
<b>Attitudes</b>			
School Environment	.214	2.786	.003
Learning	.07	1.44	2.540
Socialization	.252	1.983	.002
Family Relationship	.690	3.541	.001
<b>Interest</b>			
Language	.252	1.983	.001
Logic	1.407	.944	.003
Leadership	.214	2.786	.003
Music	.07	1.44	2.540
Spatial Concept	.214	2.786	.003
Bodily Kinesthesia	.07	1.44	2.540
Naturalistic Recognition	.203	2.15	.005
Technology	3.763	2.990	.001
R	.795		
R-square	.501		
F-value	105.43		
P-value	.000		

## 4. Conclusions and Recommendations

This chapter discusses the data on personal values, attitudes, interests, and the academic performance of Indigenous People learners enrolled in Badtasan Elementary School.

#### **4.1 The Common Personal Values of Grade 4 IP Learners**

Grade 4 IP learners' common personal values were mostly manifested in terms of self-concept, behavior, healthy life, social, school climate, emotional intelligence, and worldview dimensions.

The common personal values of IP learners were manifested most of the time in terms of self-concept dimension. IP learners are happy with their appearance, good at school, consider themselves good people, have a good relationship with their parents, and their parents are proud of them. This assumption parallels the study of Bona (2018), who claims that personal values, which represent people's intended aims and act as guiding principles in their lives, are generally constant over time and in different contexts. Values distinguish choices and behaviors from other personal characteristics like features or interests by acting as standards or criteria and providing social justification.

Moreover, the common personal values of IP learners were manifested mostly in terms of behavioral dimension. IP learners follow fair play, apologize when wrong, accept losses without anger, follow class rules, and listen to others. This assumption parallels the study of Wang *et al.* (2020), who claims that behavioral dimension refers to an individual's observable actions and behaviors influenced by various factors such as personality, emotions, motivations, and environmental factors. An individual's conduct can be influenced by personality factors, including conscientiousness, agreeableness, and extroversion. Emotions can also influence behavior by affecting decision-making and communication skills.

Further, the common personal values of IP learners were manifested mostly in terms of healthy life dimensions. IP learners value healthy eating, sports, and fitness, recognize that smoking is unsuitable, and value music and arts. This assumption parallels the study of Zis *et al.* (2021), who claim that mental and emotional well-being is another critical aspect of the healthy life dimension. It involves managing stress, building resilience, and engaging in activities that promote positive emotions. Mental health is equally important as physical health, and one should take care of both aspects to lead a healthy life.

Furthermore, the common personal values of IP learners were manifested mostly in terms of social dimension. IP learners encourage their classmates, deal with problems, communicate with parents, teachers, and friends when necessary, interact with children of different backgrounds, and value multilingualism. This assumption parallels the study of Lounis (2020), who claims that the social dimension refers to the aspect of an individual's life that involves interacting. The social dimension of an individual's life includes various elements such as communication skills, social support, relationships, and community involvement. Practical communication skills are necessary for connecting with others and establishing positive relationships.

Similarly, the standard personal values of IP learners were manifested mainly regarding the school climate dimension. IP learners feel safe and secure at their school, which is usually a peaceful and caring place where everyone does their share of work.

They believe that the students care for each other, the teachers care for the students, and their efforts are appreciated, making them feel valued in the school community. This assumption parallels the study of Lee (2019), who claims that the school climate dimension refers to the overall environment of a school, which includes factors such as physical safety, emotional safety, and a sense of community. A positive school climate is essential for promoting academic success, social and emotional development, and the overall well-being of students, teachers, and staff.

In addition, the common personal values of IP learners were manifested mostly in terms of the emotional intelligence dimension. IP learners have emotional awareness, can control their temper, have future goals, are committed to improvement, and are helpful when someone is injured. This assumption parallels the study of Shin (2020), who claims that the emotional intelligence dimension refers to an individual's ability to identify, understand, and manage their emotions and the emotions of others. It involves several competencies: self-awareness, self-regulation, empathy, and social skills. Emotional intelligence is essential for creating positive relationships, managing stress and conflict, and achieving personal and professional success.

Moreover, the personal values of IP learners were mostly manifested regarding the worldview dimension. IP learners treat people well regardless of appearance, enjoy helping people experiencing poverty, stand up for others even if not friends, advocate for more financial support to people experiencing poverty, and feel upset when witnessing others being teased. This assumption parallels the study of Sahu *et al.* (2020), who claim that the worldview dimension is an essential aspect of an individual's identity that profoundly impacts their life and interactions with others.

#### **4.2 The Common Personal Values of Grade 5 IP Learners**

The personal values of Grade 5 IP learners were mostly manifested in terms of self-concept, behavior, healthy life, social, school climate, emotional intelligence, and worldview dimensions.

The personal values of IP learners were manifested most of the time in terms of self-concept dimension. IP learners are happy with their appearance, good at school, consider themselves good people, have a good relationship with their parents, and their parents are proud of them. This assumption parallels the study of Billett (2020), who claims that self-concept is a complex construct encompassing various dimensions of an individual's overall perception of themselves. One such dimension is self-image, which refers to how individuals perceive their physical appearance, abilities, and personality traits. This dimension can influence their self-confidence and self-esteem.

Further, the personal values of IP learners were manifested mostly in terms of behavioral dimension. IP learners follow fair play, apologize when wrong, accept losses without anger, follow class rules, and listen to others. This assumption parallels the study of Battistelli *et al.* (2019), who claim that understanding the behavioral dimension is essential as it helps us better understand ourselves and others. By examining observable

behaviors, we can gain insight into an individual's personality, emotions, motivations, and environmental factors that influence their behavior.

Furthermore, the personal values of IP learners were manifested mostly in terms of healthy life dimensions. IP learners value healthy eating, sports, and fitness, recognize that smoking is unsuitable, and value music and arts. This assumption parallels the study of Erlina *et al.* (2019), who claim that a healthy life dimension involves maintaining a balance between physical, mental, and social well-being, achieved by making healthy lifestyle choices, seeking healthcare when necessary, and developing positive relationships with others. By prioritizing the healthy life dimension, individuals can improve their quality of life and increase their life expectancy.

Moreover, the personal values of IP learners were manifested mostly in terms of social dimension. IP learners encourage their classmates, deal with problems, communicate with parents, teachers, and friends when necessary, interact with children of different backgrounds, and value multilingualism. This assumption parallels the study of Hussain *et al.* (2021), who claim that prioritizing the social dimension of one's life can improve overall well-being, mental health, and quality of life. Individuals can feel a sense of belonging and fulfillment by developing and maintaining positive relationships, practical communication skills, and social support. Community involvement provides opportunities for socialization, personal growth, and contributing to the greater good.

Furthermore, the personal values of IP learners were manifested mostly regarding the school climate dimension. IP learners feel safe and secure at their school, which is usually a peaceful and caring place where everyone does their share of work. They believe that the students care for each other, the teachers care for the students, and their efforts are appreciated, making them feel valued in the school community. This assumption parallels the study of Abou Ellassad *et al.* (2020), who claim that a sense of belonging, mutual respect, trust, and clear expectations for behavior and academic performance characterize a positive school climate. Physical safety is essential to the school climate, as it creates a secure and comfortable learning environment for students. It includes ensuring the physical environment is clean, well-maintained, and hazards-free.

Additionally, the personal values of IP learners were manifested mostly in terms of the emotional intelligence dimension. IP learners have emotional awareness, can control their temper, have future goals, are committed to improvement, and are helpful when someone is injured. This assumption parallels the study of Gruppen *et al.* (2019), who claims that emotional intelligence is essential for creating positive relationships, managing stress and conflict, and achieving personal and professional success. The first step in becoming emotionally intelligent is becoming self-aware. It involves understanding one's emotions, strengths, weaknesses, and values. Self-regulation effectively controls and manages one's feelings, thoughts, and behaviors. It requires awareness of one's emotions and learning to manage them constructively.

Similarly, the personal values of IP learners were manifested mostly regarding the worldview dimension. IP learners treat people well regardless of appearance, enjoy

helping people experiencing poverty, stand up for others even if not friends, advocate for more financial support to people experiencing poverty, and feel upset when witnessing others bullied. This assumption parallels the study of Wei *et al.* (2021), who claim that the worldview dimension is a complex and dynamic aspect of an individual's identity that shapes their behavior, relationships, and overall well-being. By recognizing the role of worldview in shaping one's understanding of the world and their place in it, individuals can develop a deeper understanding of themselves and others.

### 4.3 The Common Personal Values of Grade 6 IP Learners

The personal values of Grade 6 IP learners were mostly manifested in terms of self-concept, behavior, healthy life, social, school climate, emotional intelligence, and worldview dimensions.

Additionally, the personal values of IP learners were manifested most of the time in terms of self-concept dimension. IP learners are happy with their appearance, are good at school, consider themselves good people, have a good relationship with their parents, and their parents are proud of them. This assumption parallels the study of Fatima Ali (2022), who claims that self-concept is a multi-dimensional construct encompassing various aspects of an individual's self-perception, including self-image, self-esteem, self-awareness, self-identity, self-efficacy, and self-ideal. These dimensions interact and can be influenced by internal and external factors, shaping an individual's sense of self and overall well-being.

Moreover, the personal values of IP learners were manifested mostly in terms of behavioral dimension. IP learners follow fair play, apologize when wrong, accept losses without anger, follow class rules, and listen to others. This assumption parallels the study of Kraaij & Garnefski (2019), who claim that by recognizing the importance of the behavioral dimension, we can develop a better understanding of the complex factors that influence human behavior and work to improve our interactions with others.

Further, the personal values of IP learners were manifested mostly in terms of healthy life dimensions. IP learners value healthy eating, sports, and fitness, recognize that smoking is unsuitable, and value music and arts. This assumption parallels the study of Van Schalkwyk *et al.* (2019), who claim that maintaining healthy living dimensions is significant because it can raise life expectancy, enhance quality of life, and stop the onset of chronic illnesses. A crucial component of the dimension of a healthy existence is physical well-being. It entails eating a balanced diet, being physically active frequently, and keeping a healthy body weight.

Similarly, the personal values of IP learners were manifested mostly in terms of social dimension. IP learners encourage their classmates, deal with problems, communicate with parents, teachers, and friends when necessary, interact with children of different backgrounds, and value multilingualism. This assumption parallels the study of Fatima and Ali (2022), who claim that by recognizing the importance of the social dimension, individuals can work to improve their communication skills, build

supportive relationships, and participate in their community to improve their overall well-being.

Furthermore, the personal values of IP learners were manifested mostly regarding the school climate dimension. IP learners feel safe and secure at their school, which is usually a peaceful and caring place where everyone does their share of work. They believe that the students care for each other, the teachers care for the students, and their efforts are appreciated, making them feel valued in the school community. This assumption parallels the study of Ugwuanyi *et al.* (2020), who claim that a positive school climate is essential for promoting student achievement, social and emotional development, and overall well-being. By prioritizing physical and emotional safety, fostering a sense of community and mutual respect, and promoting clear expectations for behavior and academic performance, schools can create a positive and inclusive learning environment for all students, teachers, and staff.

Moreover, the personal values of IP learners were mostly manifested in the emotional intelligence dimension. IP learners have emotional awareness, can control their temper, have future goals, are committed to improvement, and are helpful when someone is injured. This assumption parallels the study of Van Schalkwyk *et al.* (2019), who claims that the ability to recognize, comprehend, and control one's own emotions, as well as the feelings of others, is referred to as the emotional intelligence dimension. It calls on various talents, including self-awareness, self-control, empathy, and social abilities.

In addition, the personal values of IP learners were manifested most of the time in terms of worldview dimension. IP learners treat people well regardless of appearance, enjoy helping people experiencing poverty, stand up for others even if not friends, advocate for more financial support to people experiencing poverty, and feel upset when witnessing others being teased. This assumption parallels the study of Wang *et al.* (2020), who claims that worldview dimension refers to the set of beliefs, attitudes, and values that shape an individual's perception of the world and their place in it. This dimension is deeply rooted in an individual's upbringing, experiences, and beliefs. It encompasses various topics, including religion, spirituality, culture, politics, and ethics.

#### **4.5 The Common Attitudes of Grade 4 IP Learners**

The common attitudes of Grade 4 IP learners were mostly manifested in the school environment, learning, socialization, and family relationships.

The common attitudes of learners were manifested most of the time regarding the school environment. IP learners are content and enjoy attending this school, take pride in being a student there, show respect to teachers and treat all students fairly, are involved in decision-making processes such as class activities and rules, and believe their opinions are heard and valued at the school. This assumption parallels the study of Zis *et al.* (2021), who claim that the school environment refers to the physical, social, and psychological context in which learning occurs. It encompasses a broad range of factors, such as the school's physical design, the quality of teaching, the culture and climate of the school,



and the relationships between students, teachers, and staff. A pleasant school climate is crucial to providing a secure and encouraging learning environment that fosters academic success and social and emotional well-being. The school's physical design is a necessary aspect of the school environment.

Moreover, learners' attitudes were manifested most of the time regarding learning. IP learners catch up on missed schoolwork, seek to learn new things that interest them, are skilled at learning and can handle challenging assignments, study harder when grades are not satisfactory, and are confident in their ability to keep up with their education. This presumption is consistent with Van Schalkwyk *et al.*'s (2019) study, which defines learning as gaining attitudes, knowledge, and abilities via practice, analysis, and experience. It is an essential feature of human growth that allows people to pursue their objectives, engage with others, and adjust to their surroundings. Formal education, informal education, and experience learning are just a few ways to learn. The systematic learning process that occurs in schools, colleges, and universities is known as formal education. It involves an organized curriculum, learning goals, and assessments to evaluate progress.

Similarly, learners' attitudes were manifested most of the time in terms of socialization. IP learners consider regular interactions and friendships, helping peers feel better when upset, having been bullied or picked on, and experiencing unpleasant teasing or name-calling at school, but generally getting along well with others. This assumption parallels the study of Gibbons and Farley (2019), who claim that socialization occurs through various agents, including family, peers, schools, media, and religious institutions. Family is often the primary agent of socialization, where individuals first learn language, cultural customs, and values. Peers also play a significant role in socialization, as individuals learn social skills, such as cooperation, conflict resolution, and communication, through interaction with others their age.

Further, learners' attitudes regarding family relationships were manifested most of the time. IP learners talk to their families about problems, have a good relationship with them, receive support from them, receive both positive and negative advice, and love their families. This assumption parallels the study of Wang *et al.* (2020), who claims that family relationships can be complex and are shaped by various factors, such as cultural norms, individual personalities, and life experiences. The quality of family relationships can have a significant impact on an individual's physical and emotional well-being, as well as on their social development. Positive family relationships can provide emotional support, a sense of belonging, and opportunities for social and intellectual growth.

#### **4.6 The Common Attitudes of Grade 5 IP Learners**

The common attitudes of Grade 4 IP learners were mostly manifested in a school environment, learning, socialization, and family relationships.

The common attitudes of learners were manifested most of the time regarding the school environment. IP learners are content and enjoy attending this school, take pride in

being a student there, show respect to teachers and treat all students fairly, are involved in decision-making processes such as class activities and rules, and believe their opinions are heard and valued at the school. This assumption parallels the study of Gruppen *et al.* (2019), who claim that factors such as the classroom layout, the lighting and ventilation quality, and the availability of resources and equipment can all impact student learning. Additionally, the quality of teaching is critical for creating a positive school environment. Knowledgeable, enthusiastic, and supportive teachers can inspire students to achieve their full potential.

Additionally, learners' attitudes were manifested most of the time regarding learning. IP learners catch up on missed schoolwork, seek to learn new things that interest them, are skilled at understanding and can handle challenging assignments, study harder when grades are not satisfactory, and are confident in their ability to keep up with their education. This supposition is consistent with research by Al-Kumaim *et al.* (2021), which asserts that formal education gives people a foundation of information and abilities they may use in their personal and professional lives. Informal learning occurs outside the conventional school system in various settings, such as the workplace, the home, and community involvement. Informal learning is often self-directed and driven by personal interests and curiosity. It can include reading, watching videos, listening to podcasts, or participating in online forums.

Moreover, the attitudes of learners were manifested most of the time in terms of socialization. IP learners consider regular interactions and friendships, helping peers feel better when upset, having been bullied or picked on, and experiencing unpleasant teasing or name-calling at school, but generally getting along well with others. This premise is consistent with Puente's (2020) research, which maintains that socialization is the process through which people pick up the customs, beliefs, and behaviors characteristic of their community or culture. It is a continuous process that starts at birth and lasts throughout a person's life. Socialization is essential for the development of social and emotional skills, as well as for the formation of identity, personality, and worldview.

Furthermore, learners' attitudes were manifested most of the time regarding family relationships. IP learners talk to their families about problems, have a good relationship with them, receive support from them, receive both positive and negative advice, and love their families. This assumption parallels the study of Abou Elasad *et al.* (2020), who claim that family relationships refer to the connections, interactions, and dynamics between family members. Families can be defined in many ways, including through blood or legal ties, including parents, siblings, grandparents, aunts, uncles, and cousins.

#### **4.7 The Common Attitudes of Grade 6 IP Learners**

The common attitudes of Grade 4 IP learners were mostly manifested in a school environment, learning, socialization, and family relationships.

The common attitudes of learners were manifested most of the time regarding the school environment. IP learners are content and enjoy attending this school, take pride in being a student there, show respect to teachers and treat all students fairly, are involved in decision-making processes such as class activities and rules, and believe their opinions are heard and valued at the school. This presumption is consistent with the research of Erlina *et al.* (2019), who assert that a pleasant learning environment for pupils mostly depends on the school setting. Schools may foster academic success and social and emotional well-being by emphasizing aspects like the building's architectural layout, the caliber of instruction, the school's atmosphere and culture, and the interactions between students and instructors.

Similarly, learners' attitudes were manifested most of the time regarding learning. IP learners catch up on missed schoolwork, seek to learn new things that interest them, are skilled at learning and can handle challenging assignments, study harder when grades are not satisfactory, and are confident in their ability to keep up with their education. This assumption parallels the study of Shin *et al.* (2020), who claim that effective learning requires active engagement, motivation, and persistence. Individuals must be willing to invest time and effort to acquire knowledge and skills. Additionally, learning is an ongoing process that requires continuous effort and adaptation. As the world and the needs of society change, individuals must be willing to learn new skills and adapt to new challenges.

On the other hand, learners' attitudes were manifested most of the time in terms of socialization. IP learners consider regular interactions and friendships, helping peers feel better when upset, having been bullied or picked on, and experiencing unpleasant teasing or name-calling at school, but generally getting along well with others. This assumption parallels the study of Filgona *et al.* (2020), who claim that socialization can be intentional and unintentional, and various factors, such as race, gender, socioeconomic status, and geographic location, can influence it. The socialization process is essential for the development of individuals and the formation of society, as it helps individuals understand and navigate the social world and develop a sense of identity and belonging. Moreover, learners' attitudes were manifested most of the time regarding family relationships. IP learners talk to their families about problems, have a good relationship with them, receive support from them, receive both positive and negative advice, and love their families. This assumption parallels the study of Gamage *et al.* (2021), who claim that family relationships are essential for individuals' well-being and social development. Positive family relationships can provide a sense of belonging and support, while negative family relationships can harm individuals' physical and emotional health. Family members must maintain open communication and mutual respect to foster healthy relationships.

#### **4.8 The Common Interest of Grade 4 IP Learners**

The level of interest of Grade 4 IP learners was very high in terms of technology, logic, leadership, music, bodily kinesthesia, and naturalistic recognition, while moderately high in language and music.

The level of interest of IP learners was moderately high in terms of language. IP learners moderately engage in various language-related activities daily, such as reading stories and poems, playing riddles, crosswords, and word games, learning other languages, writing diaries and recording their feelings, and regularly reading newspapers and magazines. This assumption parallels the study of Ugwuanyi *et al.* (2020), who claim that various factors, such as the learners' first language, the language learning environment, and the learners' characteristics, such as motivation, aptitude, and age, influence language. The learners' first language can influence how they approach the new language, as they may transfer rules, structures, and pronunciation patterns from their first language to the new one.

Further, the level of interest of IP learners was high in terms of logic. IP learners enjoy various intellectual activities such as participating in mathematics and chess competitions, conducting scientific experiments, playing logic and reasoning games, and playing mathematical games daily. This assumption parallels the study of Yavich and Rotnitsky (2020), who claim that logic is an essential tool for critical thinking and evaluating arguments in various fields. It provides a systematic approach to reasoning and argumentation and is used to establish the validity and soundness of arguments.

Furthermore, the level of interest of IP learners was high regarding leadership. IP learners highly participate in community activities and enjoy tutoring peers. They also collaborate with others to organize activities and aspire to become a leader in a team or group. They prefer to engage in challenging activities. This presumption is consistent with Filgona *et al.*'s (2020) study, which maintains that attaining organizational objectives and fostering a supportive and productive work environment depends on competent leadership. A culture of trust, cooperation, and respect that makes team members feel appreciated and supported may be created by capable leaders. They can also develop their team members' talents and skills, increasing job satisfaction and improving performance.

Hence, the level of interest of IP learners in music was high. IP learners have a strong interest in music and a desire to learn how to play a musical instrument. They enjoy watching musical performances and spend their spare time singing and dancing. They envision themselves as band or choir members and dream of enrolling in a musical institution. This assumption parallels the study of Calderone *et al.* (2018), who claim that music can also have a wide range of functions, from entertainment to relaxation to religious and spiritual expression. Music is not only a form of art but also a form of therapy and healing. It positively impacts mental health, reduces stress and anxiety, and improves mood and emotional well-being. Music has also been an essential tool for social and political change.

Moreover, IP learners' interest level regarding spatial concepts was moderately high. IP learners are moderately interested in sketching or landscaping and enjoy drawing pictures. They also participate in outdoor activities and have an affinity for reading maps. They design or play maze games. This assumption parallels the study of Altun *et al.* (2021), who claim that spatial concepts are often taught and developed through activities such as puzzles, games, building projects, and formal education in geometry and physics. Developing spatial skills can also be facilitated through practice and exposure to different environments, such as travel or exploring new places.

On the other hand, the level of interest of IP learners was high in terms of bodily kinesthesia. IP learners enjoy playing ball games and are interested in learning handicrafts such as weaving, knitting, and carving. They are also skilled in swimming and diving and participate in stage performances. They have a fondness for climbing hills and going hiking. This assumption parallels the study of Mašková & Kučera (2022), who claim that there are many ways to develop and improve bodily-kinesthetic awareness and control, including practicing physical movements, engaging in sports or dance, or participating in activities that require manual dexterity or fine motor skills. Some forms of therapy, such as physical or occupational therapy, may also involve exercises to improve bodily kinesthesia and coordination.

Similarly, IP learners' interest level was high regarding naturalistic recognition. IP learners have an interest in nature and enjoy watching birds. They love cultivating flower gardens and can raise animals. They also enjoy field trips and can engage in organic farming. This assumption parallels the study of Van Schalkwyk *et al.* (2019), who claim that developing naturalistic recognition skills involves spending time in nature observing the environment and learning about different species and ecosystems through reading, research, and education. It also involves developing an appreciation for the natural world and a sense of responsibility for its conservation and protection.

In addition, IP learners' interest level in technology was very high. IP learners enjoy spending their free time surfing the internet and using their computer or cell phone to answer assignments. They also make friends online and enjoy editing pictures using their gadgets. Additionally, they play online games regularly. This assumption parallels the study of Silalahi (2019), who claims that as technology continues to evolve, it is essential to consider its impact on individuals, society, and the environment. Ethical factors such as privacy and security concerns should be considered when developing and deploying new technologies. Additionally, organizations make efforts to ensure that technology is accessible and affordable to everyone and distribute its benefits equitably.

#### **4.9 The Common Interest of Grade 5 IP Learners**

The level of interest of Grade 5 IP learners was high in terms of language, logic, leadership, music, spatial concepts, bodily kinesthesia, naturalistic recognition, and technology.

The level of interest of IP learners was high in terms of language. IP learners engage in various language-related activities daily, such as reading stories and poems,

playing riddles, crosswords, and word games, learning other languages, writing diaries and recording their feelings, and regularly reading newspapers and magazines. This assumption parallels the study of Alaybek *et al.* (2021), who claim that errors, deviations from the target language, and simplifications of language rules and structures often characterize Learners' language. Various factors, such as the learners' first language, the language learning environment, and the learners' characteristics, such as motivation, aptitude, and age, can influence language.

However, the level of interest of IP learners was high in terms of logic. IP learners enjoy various intellectual activities such as participating in mathematics and chess competitions, conducting scientific experiments, playing logic and reasoning games, and playing mathematical games daily. This assumption parallels the study of Ouyang & Jiao (2021), who claim that logic studies reasoning and argumentation and is concerned with evaluating arguments for validity and soundness. Logic involves using principles and rules to determine the truth or falsity of propositions and establish the validity of arguments.

Additionally, the level of interest of IP learners was high regarding leadership. IP learners highly participate in community activities and enjoy tutoring peers. They also collaborate with others to organize activities and aspire to become a leader in a team or group. They prefer to engage in challenging activities. This assumption parallels the study of Shin (2020), who claims that leadership is an essential aspect of many organizations, from businesses to non-profits to governments. Leaders are responsible for setting a direction, creating a vision for their organization, and inspiring and motivating their team members to work towards achieving that vision. They must communicate effectively, build stakeholder relationships, and make difficult decisions. Effective leadership is essential for achieving organizational goals and creating a positive and productive work environment.

Similarly, IP learners' interest level was high in terms of music. IP learners have a strong interest in music and a desire to learn how to play a musical instrument. They enjoy watching musical performances and spend their spare time singing and dancing. They envision themselves as band or choir members and dream of enrolling in a musical institution. This assumption parallels the study of Rüschenpöhler & Markic (2020), who claim that music is a form of art that uses sound and rhythm to convey emotion, tell stories, and express ideas. It is a universal language that transcends cultural and linguistic boundaries and has been an essential part of human culture for thousands of years. Musicians can create music using various instruments, ranging from the human voice to traditional and modern instruments like guitars, pianos, drums, and electronic synthesizers.

Hence, IP learners' interest level regarding spatial concepts was high. IP learners have an interest in sketching or landscaping and enjoy drawing pictures. They also participate in outdoor activities and have an affinity for reading maps. They design or play maze games. This assumption aligns with Jo and Hong (2020) study, where he asserts that spatial concepts help describe and understand the relationships between

objects, people, and environments in physical space. These concepts involve understanding objects' position, orientation, and movement with each other and to the surrounding space. Spatial concepts include distance, direction, size, shape, and perspective.

Moreover, the level of interest of IP learners was high in terms of bodily kinesthesia. IP learners enjoy playing ball games and are interested in learning handicrafts such as weaving, knitting, and carving. They are also skilled in swimming and diving and participate in stage performances. They have a fondness for climbing hills and going hiking. This assumption parallels the study of Simonton and Shiver (2021), who claim that bodily kinesthesia is the awareness of the position and movement of the body in space and the ability to control and coordinate body movements. It involves the sensory feedback from the muscles, joints, and other proprioceptors in the body and the brain's ability to interpret and use this feedback to guide movements. Bodily kinesthesia is a vital aspect of physical coordination and motor skills, and it is essential for many activities that involve body movements, such as sports, dance, and physical therapy.

Furthermore, IP learners' interest level in naturalistic recognition was high. IP learners have an interest in nature and enjoy watching birds. They love cultivating flower gardens and can raise animals. They also enjoy field trips and can engage in organic farming. This assumption parallels the study of Kraaij and Garnefski (2019), who claim that naturalistic recognition refers to the ability to identify and understand natural phenomena in the environment, such as plants, animals, and geological formations. It involves observing and categorizing patterns and relationships in the natural world and making connections between different aspects of the environment.

Nevertheless, the level of interest of IP learners was high regarding technology. IP learners enjoy spending their free time surfing the internet and using their computer or cell phone to answer assignments. They also make friends online and enjoy editing pictures using their gadgets. Additionally, they play online games regularly. This assumption parallels the study of Wang *et al.* (2020), who claims that technology has been an essential driver of social, economic, and cultural change throughout history, and it continues to shape how we live, work, and interact. Technology is actively used in various fields, including communication, transportation, healthcare, entertainment, and education.

#### **4.11 The Common Interest of Grade 6 IP Learners**

The level of interest of Grade 6 IP learners was high in terms of language, logic, leadership, music, spatial concepts, bodily kinesthesia, naturalistic recognition, and technology.

The level of interest of IP learners was high in terms of language. IP learners engage in various language-related activities daily, such as reading stories and poems, playing riddles, crosswords, and word games, learning other languages, writing diaries and recording their feelings, and regularly reading newspapers and magazines. This assumption parallels the study of Ugwuanyi *et al.* (2020), who claim that language can be

influenced by various factors, such as the learners' first language, the language learning environment, and the learners' characteristics, such as motivation, aptitude, and age. The learners' first language can influence how they approach the new language, as they may transfer rules, structures, and pronunciation patterns from their first language to the new one.

Moreover, the level of interest of IP learners was high in terms of logic. IP learners enjoy various intellectual activities such as participating in mathematics and chess competitions, conducting scientific experiments, playing logic and reasoning games, and playing mathematical games daily. This assumption parallels the study of Yavich and Rotnitsky (2020), who claim that logic is essential for critical thinking and evaluating arguments in various fields. It provides a systematic approach to reasoning and argumentation and is used to establish the validity and soundness of arguments.

Further, the level of interest of IP learners was high regarding leadership. IP learners highly participate in community activities and enjoy tutoring peers. They also collaborate with others to organize activities and aspire to become a leader in a team or group. They prefer to engage in challenging activities. This presumption is consistent with Filgona *et al.*'s (2020) study, which maintains that attaining organizational objectives and fostering a supportive and productive work environment depends on competent leadership. A culture of trust, cooperation, and respect that makes team members feel appreciated and supported may be created by capable leaders. They can also develop their team members' talents and skills, increasing job satisfaction and improving performance.

Furthermore, the level of interest of IP learners in music was high. IP learners have a strong interest in music and a desire to learn how to play a musical instrument. They enjoy watching musical performances and spend their spare time singing and dancing. They envision themselves as band or choir members and dream of enrolling in a musical institution. This assumption parallels the study of Calderone *et al.* (2018), who claim that music can also have a wide range of functions, from entertainment to relaxation to religious and spiritual expression. Music is not only a form of art but also a form of therapy and healing. It has been demonstrated to have a good effect on mental health, lessen anxiety and tension, and enhance mood and emotional stability. Music has also been an essential tool for social and political change.

In addition, IP learners' interest level regarding spatial concepts was high. IP learners have an interest in sketching or landscaping and enjoy drawing pictures. They also participate in outdoor activities and have an affinity for reading maps. They design or play maze games. This assumption parallels the study of Altun *et al.* (2021), who claim that spatial concepts are often taught and developed through activities such as puzzles, games, building projects, and formal education in geometry and physics. Developing spatial skills can also be facilitated through practice and exposure to different environments, such as travel or exploring new places.

Similarly, the level of interest of IP learners was high in terms of bodily kinesthesia. IP learners enjoy playing ball games and are interested in learning handicrafts such as



weaving, knitting, and carving. They are also skilled in swimming and diving and participate in stage performances. They have a fondness for climbing hills and going hiking. This assumption parallels the study of Mašková & Kučera (2022), who claim that there are many ways to develop and improve bodily-kinesthetic awareness and control, including practicing physical movements, engaging in sports or dance, or participating in activities that require manual dexterity or fine motor skills. Some forms of therapy, such as physical or occupational therapy, may also involve exercises to improve bodily kinesthesia and coordination.

Additionally, IP learners' interest level regarding naturalistic recognition was high.

IP learners have an interest in nature and enjoy watching birds. They love cultivating flower gardens and can raise animals. They also enjoy field trips and can engage in organic farming. This assumption parallels the study of Van Schalkwyk *et al.* (2019), who claim that developing naturalistic recognition skills involves spending time in nature observing the environment and learning about different species and ecosystems through reading, research, and education. It also involves developing an appreciation for the natural world and a sense of responsibility for its conservation and protection.

Moreover, the level of interest of IP learners was high regarding technology. IP learners enjoy spending their free time surfing the internet and using their computer or cell phone to answer assignments. They also make friends online and enjoy editing pictures using their gadgets. Additionally, they play online games regularly. This assumption parallels the study of Silalahi (2019), who claims that as technology continues to evolve, it is essential to consider its impact on individuals, society, and the environment. The design and implementation of new technologies should consider ethical factors, such as privacy and security concerns. Additionally, organizations should actively ensure that technology is accessible and affordable to everyone, and they should distribute its benefits equitably.

#### **4.12 Academic Performance of IP Learners**

The academic performance of Grade 4, 5, and 6 IP learners was good. IP learners obtained academic grades of 85 to 89. High grades or scores on academic assessments, such as exams, quizzes, assignments, and projects, typically indicate good academic performance. It can also be demonstrated through active class participation, timely submission of assignments, attendance, and a positive attitude toward learning. Furthermore, consistent improvement in academic performance over time can also indicate good academic performance.

This presumption is consistent with the research of Dangol and Maharjan (2018), who assert that a student's intellectual capacity, character, inspiration, abilities, interests, study habits, self-esteem, and relationship with their instructor all impact their academic accomplishment. A performance that deviates from the student's expected performance is deemed divergent whenever there is a discrepancy in academic achievement. Poor educational advancement is the most common reason for someone to perform below expectations. Academics may occasionally be involved in teaching techniques.

#### **4.13 Domain of Personal Values, Attitudes, and Interests Best Predicts the Academic Performance of IP Learners**

Therefore, among the seven indicators in personal values, the best domain that significantly predicts the academic performance of IP learners was the school climate dimension with  $p < 0.05$ . The best domain that substantially indicates the academic performance of IP learners in terms of attitudes was family relation with a coefficient of 3.541 and  $p = .001$ , which is lesser than 0.05 significance level, while in terms of interest, the best domain that significantly predicts the academic performance of IP learners was technology with coefficient of 2.990 and  $p = .001$  which is lesser than 0.05 significance level.

#### **4.14 Intervention Program**

Based on the study's results, an intervention program was crafted to address the problems, such as sometimes agreeing on self-concept and healthy dimensions, socialization, and language. An intervention program is a curriculum for interventions with a specific goal. The interventionist implements the strategies to carry out the program's agenda, and they make up the intervention strategies used to accomplish the program's goals. During a substance use intervention, the intervention team gives the intended patient a treatment plan to assist the addict or alcoholic in accepting help and achieving abstinence and sobriety. Clinicians, interventionists, and mental health professionals use various evidence-based intervention techniques to produce successful results. Improving the situation of families, friends, and the person who has developed a dependence on substances and destructive behaviors is just one of the many objectives (Gaffney *et al.*, 2019).

### **5. Conclusions**

Based on the study's findings, the following conclusions were drawn: First, the common personal values of Grade 4, 5, and 6 IP learners were high. Second, the common attitudes of Grade 4 and 6 IP learners were high regarding school environment, learning, socialization, and family relationships. In contrast, the common attitudes of Grade 5 IP learners were high in terms of school environment, education, and family relationships while moderately high in terms of socialization. Third, the level of interest of Grade 4 IP learners was very high in terms of technology, logic, leadership, music, bodily kinesthesia, and naturalistic recognition, while moderately high in language and spatial concepts. The level of interest of Grade 5 and 6 IP learners was high in language, logic, leadership, music, spatial concept, bodily kinesthesia, naturalistic recognition, and technology.

### **5.1 Recommendations**

Several recommendations are made based on the findings and conclusions. The information gathered in this research may benefit education. The Department of Education (DepEd), the primary agency concerned with the quality of education, may provide some insights regarding teaching IP learners. Moreover, superintendents could use the data of this study in making their action plans and crafting their improvement plans to ensure the field of using innovative and appropriate teaching approaches to achieve quality education among IP learners. School Administrators, through this study, may provide additional information on different programs to formulate various programs and allow the learners to explore higher-order thinking skills as they understand the concept of making experiences to develop a happy environment for learning.

School heads play a vital role in supporting their teachers' personal and professional growth. They foster an atmosphere that supports educators' ongoing development and confidence by planning workshops, talks, and group discussions centered on individual beliefs, values, and passions. Ultimately, this investment in teacher development contributes to the overall quality of education and positively impacts students' learning experiences.

Teachers may gain insights on appropriate and best interventions for providing quality instruction among IP learners. Furthermore, this study may help learners understand the factors affecting their personal values, interests, and attitudes and a guide for better insights into achieving quality education. Additional information from this study could be helpful to another researcher who wants to explore the relevant topic more. It helps develop new diagnostic tests, treatments, and processes that could eventually help their children or grandchildren. Finally, the study's outcome may help her understand the personal values, attitudes, interests, and factors affecting learners' academic performance that will serve as a guide for better insights into achieving quality education.

### **Conflict of Interest Statement**

The authors whose names are listed below certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; membership, employment, consultancies, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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