

Factors Affecting Learning Behaviors Among Elementary Learners in Claveria West District

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ABSTRACT: Learning behaviors include all the actions that learners take in order to access the new information being taught to them while also behaving in a responsible manner. This study was conducted to determine the factors affecting learning behaviors among Grade 5 learners in Claveria, Misamis Oriental. It sought to describe the respondents' profile, find the level of factors affecting learning behaviors on learners' value judgment and on classroom conditions, and determine the significant relationship between factors affecting learning behaviors on learners' value judgment and on classroom conditions and each of their profiles. Slovin's formula was used to obtain the one hundred eighty (180) learners and a stratified sampling procedure was used to get the percentage of respondents per school. The study used a descriptive correlational method and descriptive statistics such as frequency, percentage, mean and standard deviation as well as Pearson r Correlation to determine the significant relationship between the factors affecting learning behaviors and each of their profile. The findings revealed that the level of factors affecting learning behaviors of learners' value judgment is high in the environment. While the level of factors on learners' classroom condition is very high on teachers' behavior. Further, there is no significant relationship between those factors affecting learning behaviors on learners' value judgment and each of their profiles except for mothers' highest educational attainment. On the other hand, there is no significant relationship between factors affecting learning behavior in learners' classroom conditions and each of their profiles. This concludes that home, school environment, and teacher's behavior are important factors in shaping students' classroom behavior. Hence, it is recommended that educators should introduce programs that encourage peer collaboration and a classroom setting that is conducive to learning.

KEYWORDS: factors affecting learning behaviors

I. INTRODUCTION

Learning behaviors are the actions that learners take in order to access the new information being taught to them while also behaving in a responsible manner. It refers to how our pupils behave and interact in a classroom condition due to the problems brought at home, influence by peers or the environment itself. The most effective way of maintaining a peaceful and safe classroom is through establishing first the relationship to the students because it is up to the students to establish one with the teachers and also by guiding our students into learning appropriate behavior. This study is selected to address the common problems of schools about students learning behaviors in the classroom. Many school administrators and teachers were bombarded with students who lack class participations during class discussions and activities that hinder their learnings due to some reasons that teachers need to identify in order to address these issues and improve students' performance.

Learning behavior's during pandemic introduced a trauma and stress and the teachers fear that they become more prevalent. Problems are not new to schools but Covid-19 pandemic hits different there are a lot of factors that we need to consider. "Based on a joint report by the United Nations Children's Fund (Unicef), UN Educational, Scientific and Cultural Organization (Unesco) and the World Bank titled "Where are We on Education Recovery?" Statistics revealed that 9 out of 10 Filipino children aged 10 years old (mostly Grade 5 learners) cannot read simple text or comprehend a simple story" (UNICEF, 2022).

"The Philippines ranked last among 79 participating countries and economies in reading and second to last in science and mathematics. At least 78% of students in the Philippines failed to reach minimum levels of proficiency in each of the three PISA subjects" (PISA, 2018)

Other schools have "strengthened support systems, teachers say it has not always been enough to meet student needs and experts warn the long-lasting effects on students are not yet fully understood" (Berro, 2023). Students must learn what we

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regard as appropriate and wrong behavior. Just as they make mistakes in learning spelling, mathematics, or literary analysis, they will also make mistakes learning our standards and expectations (Ibrahim, 2022). Teachers and school leaders can enhance the learners' learning to conduct and minimize learning interference by knowing some of the factors that may contribute in relation to their self-image that is what one thinks they are or considers themselves, what they think other people perceive them, and how one would want to be their ideal self (Charlotte Nickerson, 2023). To others or peer relationship classified under dimensions like "support, warmth, attachment, and quality of communication" (Boele et al., 2019; Terlektsi et al., 2020). And to their surroundings that encompass their residence and are the "focal institution of a child who have care relations with students' entire life" (Farooq Nawaz Khan et al., 2019).

Further, there are factors affecting the learners learning behavior in classroom conditions that should be checked and monitored. To promote the learner responsibility and achievement the teacher should assure the learning environment are safe, secure, fair and supportive (D.O No. 42, S. 2017). Since the teachers can knows how to uphold the students' learning attitude and minimize disruptions to learning by having a basic awareness of some of the elements that may contribute to students learning behavior (Ibrahim, 2022). The students excellent behavior learned from the teachers behavior in the classroom. The Teachers in the classroom setting, instructional materials and infrastructure should make use of a conducive setting where a learner will be at ease; an environment where positive working relationship with colleagues and teachers thrive. As well as the information guides the school provision whether they are at school. Those issues that confronted the students during their time at class are resultant upon their judgment of value. The variation in value judgments of students about themselves, peers, and environment can be ascertained by looking at their answers to these parameters and based on teacher's behavior, classroom environment, study materials and equipment used in instruction and the informative booklet with the rituals, facts and directions the school offer while they are still in the school. Hence, this study is premised on the factors affecting learning behaviors in terms of learner's value judgment and classroom condition in Claveria, Misamis Oriental for the SY 2023-2024.

II. METHODOLOGY

This study made use of descriptive correlational method of research to obtain information concerning the factors affecting learner's learning behavior. This method was selected for its ability to specify a comprehensive view of the relationship between variables in a natural setting without manipulating them. To validate answers and generate initial concepts about research, the researcher will utilize existing literature. This approach is well-suited for identifying patterns and associations between variables, specifically examining how aspects such as learner's profile (e.g., sex, parents' education, occupation, tribal affiliation) relate to factors impacting learning behavior.

By utilizing descriptive correlation, the study's purpose is to reveal the extent to which factors, such as classroom conditions and personal attributes, students' attitudes and behaviors influence in learning environments. This method allows for a detailed understanding of these relationships, which can inform educational strategies and interventions tailored to improve learning outcomes for students.

After collecting and recording the data gathered through the study, the researcher used the following statistical tools: Percentage and Frequency were utilized to quantify respondents' profile. Mean and standard deviation, in contrast, were used in learning behavior of learners and factors determining learning in class settings.

In addition to this, Pearson r Correlation was also applied to determine the significant correlation among respondents' profile and the learning behavior-affecting factors in classroom condition and on their value judgement.

For this study, the researcher followed the protocols in conducting a research study. First and foremost, the researcher secured Permit to Study indicating that she has been enrolled in Thesis 1 subject and a Permit for Research Purposes, approved by the Schools Division Superintendent. The researcher ensured that she interacted with the respondents in a personal way and kept all the personal details of the learner-respondents confidential and gave informed consent to them reiterating that all information received from them was acknowledged and accurately presented.

The researcher explained all about the research that made the respondents aware of the objectives of the study. Furthermore, the researcher did not threaten or force the respondents to participate in the study; it was voluntary and with no compensations. Respondents can participate and contribute to the study with their own will. Apart from that, the data was also tabulated and documented professionally. Procedures, data, and results were gathered and conducted without being manipulated to give real results for the study.

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III. RESULTS AND DISCUSSION

Problem 1. How are the respondents distributed in terms of: sex, parents' highest educational attainment, parents' occupation and tribal affiliation?

Table 1: Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	89	49.40
Female	91	60.60
Total	180	100.00

Table 1 illustrates the distribution of respondents' profile in terms of sex. The results show that the highest frequency of respondents falls within the category of Female, encompassing 91 (60.60%). It shows a significant representation of more female within the study sample and indicates a greater number of female attendances in grade 5 level for the school year 2023-2024 in Claveria West District, Division of Misamis Oriental. This also indicates that girls were more social and more willing to share their opinions and experiences with others especially in educational settings and one of the reasons for the higher percentage of female respondents. It might also be a reflection of local demographic trends, where there are more female students than male students at this level of education.

In a study of Johnson & Evans (2019) and Chen et al., (2020), female students frequently exhibit higher levels of social engagement and enthusiasm for both extracurricular and academic activities. Which suggests women have a higher rate of participating in participatory research and learning. Their research revealed that girls frequently outperform boys in the classroom because of their social skills and openness, which may account for why more of them participates in surveys.

In contrast, the Male category has the lowest frequency of 89 (49.40%). This implies that there may be less male students enrolled at this level of education. This also implies that male students' participation rates are marginally lower than those of their female peers. The fact that male students are less likely to participate in activities like surveys and research studies that call for verbal or emotional expression could be one reason for the lower percentage. It implies that male students may be less likely to take part in research projects, perhaps as a result of cultural norms or a general disinterest in academic questionnaires. This suggests that male students may need to be encouraged to participate more actively in sharing their experiences and viewpoints, which could have an impact on future research and educational initiatives.

From the study of Ross and Thompson (2019) , related literature backs up this observation, with emphasizing that male students are frequently less engaged in activities that require personal reflection or sharing, especially at younger ages. According to their research, interventions aimed at enhancing male students' participation ought to prioritize providing alternative engagement strategies that align with the learning and communication styles of men. Males tend to be less talkative in structured environments, especially in elementary school (Martins and Silva, 2021), which may account for the lower number of male participants in this study.

Table 2: Distribution of Respondents' Profile in terms of Parents Highest Educational Attainment

Category	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
College Graduate	34	18.9	36	20
College Level	23	12.8	26	14.4
High School Graduate	27	15.0	33	18.3
High School Level	28	15.6	34	18.9
Elementary Graduate	26	14.4	23	12.8
Elementary Level	42	23.3	28	15.6
Total	180	100.0	180	100.0

Table 2 illustrates the breakdown of respondents' profile according to their Parents Highest Educational Attainment. For the fathers, the highest frequency of 42 (23.3%) is observed at the elementary level. This shows that a sizable percentage of the fathers in this sample only completed their elementary schooling, which may be a reflection of the socioeconomic circumstances in the community during their time. Among the 10 schools where the study was conducted, only 1 secondary school is present

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during their time and the transportation is very limited where some needs to walk for 2 to 3 kilometers from their houses. In tertiary level, there is 1 school present in Claveria but located in Poblacion which is much farther from their houses. That is why elementary level is more accessible and this implies a limited opportunities for higher education that earlier generations had.

From the study of (Lopez & Garcia, 2021), in rural areas, where financial limitations frequently impede educational attainment, a similar pattern has been observed. Rural communities often struggle with lower educational attainment due to economic limitations. Lower median incomes make it harder for families to afford higher education, and limited job opportunities in rural areas may not justify the investment in advanced degrees. This creates a cycle of limited economic opportunities and lower educational attainment. Addressing these economic constraints is crucial for empowering rural communities and fostering educational attainment.

On the other hand, for mothers' highest frequency was obtained by college graduates with 36 (20%) respondents. This suggests that mothers in this group are more likely to have gone to complete their tertiary level of education, which is a reflection of shifting gender roles in the community and has the access and willingness to education. The increasing number of mothers who are going to college has many positive effects on people as well as society. Mothers become better role models for their children, gain better parenting skills, and have better economic opportunities.

On the study of Hernandez (2020), the observed increase in college-educated mothers could be attributed to the growing emphasis on female education in recent decade. This suggests that mothers in this group may have benefited from improved educational policies and opportunities, leading to greater access to higher education and ultimately, a higher likelihood of achieving a college degree. This trend reflects a positive shift in societal attitudes towards women's education and empowerment, opening doors for mothers to pursue their academic goals and contribute to their families and communities in new ways.

Moreover, the lowest frequency for fathers, is at the college level with 23 (12.8%) and for mothers is at elementary graduate which is also 23 (12.8%). This implies that a lesser proportion of parents completed a college degree while some did not graduate, even though some parents pursued higher education. Financial limitations, distance of schools, limited transportation and the need to start working early, or obligations to their families that kept them from finishing their education could all be the contributing factors. The researcher's observation suggests that these parents may still value education but may have faced obstacles that prevented them from completing their degrees.

A study literature by Cruz and Martinez (2019) supports this, noting that many families, especially in rural areas, prioritize work over education due to economic necessity. The implications of this discovery underscore the necessity of support initiatives targeted at enhancing entry to postsecondary education and promoting degree completion. Future generations may be directly impacted by this, as research by Robertson (2021) suggests that parents with a college degree may still believe strongly in the value of education and impart similar values to their kids.

Moreover, the study of Pamela Davis-Kean's (2020) implies that parents' education level provides the base that indirectly supports children's educational attainment through influencing parents' child-inclusive attitudes and aspirations for children, as well as the intellectual stimulation with which parents surround children in and out of the home environment. Parents' levels of education can also impact other elements of child flourishing, such as children's health and health-promoting behaviors, children's exposure to adequate educational offerings, and the level of education to which they will finally attain.

Table 3: Distribution of Respondents' Profile in terms of Parents Occupation

Category	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Government Employee	10	5.6	6	3.3
Private Employee	21	11.7	15	8.3
Businessman	10	5.6	22	12.2
Farmer	70	38.9	70	3.9
Carpenter	23	12.8	29	16.1
Laborer	25	13.9	17	9.4
Others/Specify	21	11.7	84	46.7
Total	180	100.0	180	100.0

Table 3 illustrates the breakdown of respondents' profile according to their Parents Occupation. The occupation category with the highest frequency for fathers is Farmer with 70 (38.9%) of respondents. This suggests that for fathers in the sample,

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farming is still their primary source of income. The study's rural setting is Claveria, where agriculture is the primary source of income and many families have their own land that is passed down through generations. Which has been cultivated up to this time. While many students in the locality did not finish schooling, they often prefer to go farming since it is a skill they learn when they were still young and they think that it is their only way of surviving and supporting the needs of their young ones.

On the study of Villanueva et al. (2020), the high percentage of farmer suggests that a large number of families depend on farming for their food, which is in line with the conclusions that farming is still common in Misamis Oriental's rural areas. This reliance on agriculture may have an impact on educational opportunities because, particularly during the planting and harvesting seasons, farming families may prioritize their work over attending school.

For mothers, the highest frequency is found in the Others/Specify category, encompassing 84 (46.7%) among the respondents. This implies a diverse range of occupations beyond traditional categories which shows a substantial number of mothers engage in informal or unspecified work not mentioned above likely including OFWs, small-scale entrepreneurial activities, housework, or informal labor. The high percentage in this category reflects the multifaceted roles of women in rural communities, balancing household responsibilities and simultaneously support to the needs of each family members.

From the study of Soriano and Cruz (2019), it posits that women in rural areas frequently work informally or run small businesses to support their households. This finding's implications indicate that a large number of mothers support their families financially through flexible, non-traditional work arrangements, underscoring the need for support initiatives that acknowledge and empower women's economic contributions in the unorganized sector.

The lowest frequency for both fathers and mothers are found in the Government Employee category, with 10(5.6%) fathers and 6(3.3%) mothers. This implies that very few parents are employed in the government sector, which may be due to limited availability of government positions in rural areas or a lower level of qualification required for such jobs. The low percentage of government workers may suggest that working in the public sector is not a common career path in the research region. Like any government, the allocation of resources across various sectors has budget limitations or shifts in priorities that can impact the number of available government positions. The researcher noted that this may restrict access to government-related jobs that are normally well-paying, stable, and come with benefits. Since government employment is frequently viewed as more stable than employment in agriculture or other informal sectors, this could also have an effect on the households' financial security.

This observation is supported by the study literature of Delos Reyes (2019), which notes that people with higher educational qualifications typically migrate to urban centers in search of better employment opportunities, and that government jobs are frequently scarce in rural areas. The study's result has implied for the need for more easily accessible government jobs in rural areas, which may help families have more financial stability.

Table 4: Distribution of Respondents' Profile in terms of Tribal Affiliation

Category	Frequency	Percentage
Higaonon	50	27.8
Dumagat	130	72.2
Total	180	100.0

Table 4 illustrates the distribution of respondents' profile in terms of tribal affiliation. The results show that the highest frequency of respondents falls within the category of Dumagat with 130 (72.2%). This indicates that the Dumagat community is the predominant tribal group in the study area because they make up the majority of the sample. The Dumagat people live mostly in areas with a lot of agricultural land and forest cover just like Claveria. They are well-known for their rich cultural legacy and close relationships to nature. Their large representation in the sample reflect the demographic composition of this group, that is heavily populated by this tribe. The high proportion of Dumagat respondents, in the researcher's opinion, raises the possibility that the research conclusions will be strongly influenced by the socioeconomic and cultural realities of this specific group.

According to Cruz et al. (2020), the Dumagat have been the subject of many studies due to their unique way of life and their struggles for land rights and access to resources. The implications of this finding are significant for designing programs and interventions, particularly in education and development, which must be culturally sensitive and responsive to the needs of the Dumagat population. In fact, "Indigenous People (IP) have faced multiple difficulties in education. Indigenous students often do worse academically than non-indigenous student peers due to lack of resources for studying and language barrier" (Buenaflor et al., 2023).

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Conversely, the lowest frequency falls with the Higaonon tribe, with 50 (27.8%). While the Higaonon make up a smaller proportion of the sample, their presence is still substantial. The Higaonon are an indigenous group known for their distinct cultural traditions and close relationship with the land. It's possible that the Higaonon respondents were underrepresented because of their more dispersed settlement patterns or because they were a smaller tribe than the Dumagat tribe in the study area. The researcher noted that the comparatively lower frequency of Higaonon respondents, this suggest that the tribe is less integrated into mainstream societal structures or that they have less access to social services like education.

Higaonon is one of those Lumad groups that still live in their ancestral areas, preserving their culture. They are found in the provinces of Bukidnon, Misamis Oriental, Agusan del Sur, Agusan del Norte, and Lanao del Norte. studies like those by Mendoza (2021), which emphasize that certain indigenous groups, like the Higaonon, face obstacles in accessing education and development programs because of geographic isolation and cultural factors, corroborate this observation. The implications suggest that this group requires extra care to guarantee their inclusion in educational initiatives and community development programs, especially given their smaller population which may make them more susceptible to being disregarded.

Problem 2. To what level are the factors affecting learning behaviors on learners' value judgment as to self, peers and environment.

Table 5: Summary of the Level of Factors Affecting Learning Behaviors on Learners Value Judgment

Variables		Mean	SD	Interpretation
Self		3.17	0.40	High
Peers		2.82	0.42	High
Environment		3.30	0.44	High
Overall		3.10	0.44	High
Legend:	3.41-4.00	Always/ Very High	1.81-2.60	Rarely / Low
	2.61-3.40	Very Often / High	1.00-1.80	Never / Very Low

Table 5 reveals the summary of the distribution of respondents' level of learning behavior as evident of their value judgment. The overall mean of 3.10 (SD=0.44) with the interpretation High indicates that the respondents hold a positive view of the learning behavior on their value judgment across various indicators. It means that the respondents learning behaviors are much affected by their self-concept, relationship with peers and their environment. It shows that individual's self-regulation and ability to adapt their learning strategies are much influenced by their self-perceptions, interactions with peers and the context in which they came from. It shows that a positive value judgment on self, peers and environment are more likely to have higher academic confidence which will lead to greater motivation and persistence to study.

Research has consistently shown that an individual's self-regulation learning is largely influenced by the operating environment (Fu-hai et al., 2023). Thus, friends and other peer relationships can motivate students to engage in school activities as well as in extracurricular activities (S. L. Christenson et al., 2019). Furthermore, student's academic performance is determined by his or her family background that he/she interact with daily and will go a long way to influencing the performance of the students positively or negatively (O. V. Olukayode, 2019).

Among the dimensions of value judgment, environment stands out with the highest mean of 3.30 (SD=0.44) and an interpretation of High. The high mean score indicates that learners view their environment, encompassing both home and school settings as highly supportive of their learning behavior and academic growth. Factors such as parental involvement, a peaceful home environment, and a competitive, child-friendly school atmosphere are seen as important in enhancing students' learning behaviors. By cultivating a positive home and school environment, learners will develop essential skills and values that is necessary for their academic success, personal growth and lifelong learning in this challenging and changing world.

This outcome is in line with the research of Hernandez & Velasco's (2021), which highlights how important a supportive learning environment is to students' academic success. They argue that children raised in secure, supportive environments have a higher chance of academic success and a positive attitude toward learning. This finding implies that parents should continue to actively assist their children in their academic and emotional development at home, and that schools should keep cultivating environments that support student learning. Collaborative efforts among communities, schools, and parents have the potential to further augment this favorable educational atmosphere (Sumastre & Oco, 2025).

The lowest mean score of 2.82 (SD=0.42) while still classified as High, corresponds to the variable on Peers. This implies that although peer relationships are thought to have an impact, the environment or the self may have a greater influence on how people learn. This suggests that there is some variation in the way that peers influence and has a little impact to the different

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learning behaviors of the learners. The explanation for this outcome is that, although important, peer influence might take a backseat to students' experiences with internal motivation (the self) and external support (the environment). There might be learners who prefer to study or work alone and don't want to be disturb with their classmates because they find it much easier to understand. But for some, it shows the lack of self-confidence to mingle with others or to face the crowd.

According to Ruiz & Santos (2019), although peers can foster a collaborative learning environment, the influence of peer relationships on academic achievement varies greatly depending on the characteristics of each individual student, including personality and social skills. This suggests to teachers that while creating a collaborative classroom environment is vital, students might require extra assistance in order to form wholesome peer relationships that can improve learning. Peers can play a stronger role in the learning process through group projects, peer mentoring programs, and collaborative learning techniques.

Problem 3. To what level are the factors affecting learning behaviors on learners classroom condition as to teachers' behavior, classroom setting/instructional materials/equipment and information guides.

Table 6: Summary of the Level of Factors Affecting Learning Behaviors on Classroom Condition

Table 3: Summary of the Level of Factors Meeting Learning Objectives on Classroom Condition						
Indicators				Mean	SD	Interpretation
Teachers Behavior				3.65	0.37	Very High
Classroom Setting/Instructional Materials/Equipment				3.44	0.43	Very High
Information Guides				3.64	0.37	Very High
Overall				3.58	0.39	Very High
Legend:	3.41-4.00	Always/ Very High	1.81-2.60	Rarely / Low		
	2.61-3.40	Very Often / High	1.00-1.80	Never / Very Low		

Table 6 provides the summary of the distribution of respondents' level of factors affecting learning behavior on classroom condition. The overall mean of 3.58 (SD=0.39) with the interpretation Very High indicates that that these factors are consistently perceived by students as having a substantial impact on their learning experiences. Each subcategory was also rated as "Very High," underscoring the significance of these factors in shaping a positive and supportive learning environment. Students generally feel that their teachers are well-prepared, that the classroom environment is conducive to learning, and that the information provided is clear and accessible

These findings are consistent with current educational research, which emphasizes the importance of comprehensive and well-organized classroom environments in promoting effective learning (Anderson and Johnson, 2020). Based on these findings, schools should continue to invest in teacher training, well-equipped classrooms, and clear communication to maintain and improve these positive outcomes.

Among the indicators under classroom condition, Teachers Behavior stands out, with the highest mean of 3.65 (SD=0.37) and an interpretation of Very High. This very high rating indicates that students believe their teachers' attitudes and actions are consistently supportive and beneficial to their learning. The relatively low standard deviation indicates that most students share a positive perception of their teachers' behavior. Students are likely to find that their teachers' confidence, encouragement, and availability help them stay motivated and engaged in the teaching and learning process. Teachers effective classroom management, clear communication and constructive feedback that will enhance student understanding and retention. Teachers behavior models values and social skills that shapes students' attitudes towards learning and interpersonal skills. Ultimately, teachers behavior is important in shaping cognitive, emotional and social development of every learners.

This results aligns with the research of Kim and Smith (2021), who found that teachers who exhibit positive behaviors, such as approachability, empathy, and enthusiasm, significantly enhance student engagement and academic achievement. Observing these results, it is evident that teachers' positive behaviors are integral to creating a conducive learning atmosphere, making it crucial for professional development programs to emphasize these interpersonal skills.

On the contrary, Classroom Setting/Instructional Materials/Equipment got the lowest mean of 3.44 (SD=0.43) with an interpretation of Very High. It suggests some variability in students' perceptions, implying that, while the majority of students view the classroom environment positively, there may be room for improvement in specific areas. The classroom setting, instructional materials and equipment also impact the overall educational experience of the learners. A well-organized and resource-rich classroom environment is essential for successful learning because it promotes concentration and engagement. However, minor differences may indicate inconsistencies in the quality or availability of materials or equipment across classrooms or schools. Access to relevant, modern instructional materials and equipment enhances learning outcomes by promoting interactive learning

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where everyone at this new generation are well equipped to. Moreover, an optimized classroom settings, materials and equipment empower learners to reach their full potential that develop 21st century skills and prepare for future success.

Green and Taylor (2019) as well as Debalos and Oco (2025) found that a well-equipped classroom improves student engagement and learning outcomes. They discovered that having access to high-quality instructional materials, adequate space, and modern equipment improves students' ability to concentrate and succeed academically. As a researcher, these findings indicate that, while the majority of students believe their classrooms are adequately equipped, schools should regularly assess and update instructional materials and classroom equipment to ensure consistency and quality across all learning environments.

Problem 4. Is there a significant relationship between the factors affecting learning behaviors on learner's value judgment and each of their profile.

Table 7: Result of the Test on Relationship Between Factors Affecting Learning Behavior on Learners Value Judgment and their Profile

Learner –Respondents Profile		Learners Learning Behavior On Learners Value Judgment			OVERALL
		Self	Peers	Environment	
Sex		r– value	-0.028	-0.017	-0.153*
		p– value	0.708	0.824	0.041
			NS	NS	S
Parent's Highest Educational Attainment	Father	r– value	-0.063	-0.094	-0.077
		p– value	0.412	0.216	0.315
			NS	NS	NS
	Mother	r– value	-0.010	-0.170*	-0.241**
		p– value	0.899	0.024	0.001
			NS	S	S
Parent's Occupation	Father	r– value	0.050	-0.041	-0.010
		p– value	0.513	0.592	0.895
			NS	NS	NS
	Mother	r– value	-0.030	1.00	0.170*
		p– value	0.690	0.187	0.024
			NS	NS	S
Tribal Affiliation		r– value	0.059	-0.013	0.004
		p– value	0.435	0.859	0.958
			NS	NS	NS

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 7 showed the findings on relationship between the factors affecting learners' learning behavior on learners' value judgment and each of their characteristics. It examines the correlations (r-values) and significance levels (p-values) between various learner characteristics such as sex, parents' educational attainment, occupation, and tribal affiliation and factors affecting learners' value judgments in areas such as self, peers, and the environment. This analysis helps determine if there are significant relationships between these characteristics and learners' value judgments, and whether the null hypothesis is accepted or rejected for each relationship. The overall results displayed that the p-value is greater than 0.05 level of significance thus the null hypothesis is accepted.

When considering the sex of the respondents, the analysis reveals that there is a significant relationship between sex and environmental factors, with an r-value = 0.153 and a p-value = 0.041. This suggests a weak negative relationship, implying that male and female students perceive or evaluate their environment differently. Such differences in perception could stem from various factors, including socialization, personal experiences, or differing priorities. Since the null hypothesis is rejected because the p-value is less than 0.05, indicating that sex has a significant influence on learners' value judgments about their environment. This implies that a supportive school and home environment acknowledges and addresses every sex-specific need that promotes a tailored learning approach. It will foster excellence, social skills, emotional intelligence and resilience towards academic. Conversely, when neglecting these differences can lead to harmful stereotyping, limit opportunities and hinder student's personal

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growth. By understanding these varying perspectives, it will help educators tailor their approaches to create a more inclusive and supportive learning environment that empower students to reach their full potential.

According to research by Wilson & Thompson (2020), students in classrooms that promote gender inclusivity are more likely to participate actively, ask questions, and engage with their peers. Inclusivity and gender sensitivity foster equality by ensuring that all the students are dealt with equally and respectfully. The schools that place these values high create an environment where all students feel appreciated and cared for regardless of gender or other issues.

On the other hand, no significant relationships were found between sex and the self or peer factors, as the p-values are greater than 0.05, so the null hypothesis is accepted for these factors.

For the mother's educational attainment, a significant relationship exists with both the peers ($r=-0.170$, $p=0.024$) and environment ($r=-0.241$, $p=0.001$) factors. The significance in both cases means the null hypothesis is rejected with overall ($r=-0.191$, $p=0.011$). These negative correlations imply that as the mother's educational attainment increases, learners may show a lower value judgment toward peers and the environment. This shows that educated mothers often prioritize empathy, inclusivity and diversity in instilling these values to their children. They often model a respectful communication, fostering open mindedness and helping their young ones to accept the individual differences and environmental circumstances. Leading to understanding their peers in school and being flexible to the whatever challenges they had in their environment.

As cited by Van Wagoner, S. (2019) children whose mothers with high educational attainment can gain social and cultural capital as their mothers can expose them to new experiences. They gain confidence which will benefit them in academic settings. The general trend from the study of Kinley Seden "revealed that both educated and non-educated mothers encouraged, reminded and motivated their children to study. Yet, their style of support varied, and partly as an effect of mother's level of education " (Kinley Seden et. al., 2020)

The father's educational attainment shows no significant relationships with any factors affecting learners' value judgments, as p-values are above 0.05. The null hypothesis is therefore accepted in this case.

Moreover, there were no significant relationships found between the father's occupation and any of the factors that influence learners' value judgments. The p-values are all greater than 0.05, so the null hypothesis is accepted, indicating that parents' occupations have no significant impact on learners' value judgments in these areas.

However, the significant relationship between mothers' occupation and the learners value judgment on environment. The negative relationship between the mother's occupation and value judgments about environment indicate that the children of well-paid occupation have more critical perspectives on social and environmental issues. A mother's occupation often correlates with the family's income and socioeconomic status. The higher socioeconomic status is typically associated with greater access to resources, which may affect how a mother values the home environment. Moreover, mothers with higher-status or more flexible jobs may have more time and energy to focus on their home environment which result to better communication and interaction with their children.

This finding is consistent with previous research by Seeret Omar Shah et al. (2021), which states that parental occupation is the most determining factor of generating income which affects the overall development of young ones especially in their academic development and progress. Mothers who value their occupation as a source of fulfillment might see the home environment as a place to unwind and view the home as a center of activity and engagement. Educators could use this critical perspective to engage students in discussions that explore various perspectives on social and environmental issues, promoting balanced and constructive value judgments. Lastly, No significant relationship between the tribal affiliation and learners value judgment as the p-values are all greater than 0.05, so the null hypothesis is accepted.

IV. CONCLUSIONS

The study concludes that the environment significantly influences students' value judgments, highlighting the effects of supportive home and school settings on learning behaviors. With a positive atmosphere, students demonstrate stronger engagement and proactive attitudes toward academics. Additionally, a teacher behavior is a powerful determinant of student learning behavior. A positive teacher-student relationships, clear expectations, supportive classroom management, and a strong sense of fairness all contribute to creating a learning environment in which students can thrive. By fostering a climate of respect, offering encouragement, and adapting their teaching strategies to meet students' individual needs, teachers can significantly enhance student motivation, engagement, and academic achievement.

V. RECOMMENDATIONS

On the basis of the results of this study, the following are recommended:

1. School leaders should advocate for school-wide programs that encourage peer collaboration across grade levels. This could include peer mentoring programs, cross-age tutoring, or group activities that allow students to interact with a diverse range of peers regardless of their intellectual capacity.
2. Schools should involve parents, especially those with higher educational backgrounds, in school-based decisions related to classroom resources. Engaging such parents as advocates for better classroom conditions could help schools secure additional resources, benefiting all students.
3. School heads should prioritize flexible learning environments that support collaboration and interaction. Ensure that classrooms have movable furniture, break-out spaces, and access to technology that promotes both individual and group learning.
4. Future studies should expand on the challenges in peer relationships and classroom resource availability, as identified in this study to gain deeper insights into the educational environment.
5. Future researches should be conducted by teachers in other places considering other variables to validate result on factors affecting learners learning behaviors.

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