

## **THE LEARNING INTEREST IN SOCIAL STUDIES EDUCATION: IN THE LENS OF JUNIOR HIGH SCHOOL STUDENTS**

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### **ABSTRACT**

The main emphasis of this study is junior high school students learning interest in social studies. 14 junior high school students who attended Carmen National High School and were chosen by purposive sampling participated in in-depth interviews and focus groups. To comprehend the perceptions and experiences of the pupils, a phenomenological technique was adopted in this study. According to the survey, social studies students typically struggle to express their ideas, beliefs, and concepts in the way they would like. These junior high school students accepted these challenges and sought help from their teachers despite the obstacles in learning. They develop greater self-direction, optimism, and zeal for learning to overcome their lack of interest in the topic. The researchers advise that participation must be encouraged for each student to feel like a vital component of the process. Additionally, administrators should organize seminars, workshops, or other professional development opportunities for instructors to engage kids in all areas, not just social studies. With the help of the seminar workshops, they could their areas of strength and weakness.

**Keywords:** Junior High School, Phenomenology, Social Studies, Philippines

### **INTRODUCTION**

The majority of students think that social studies or Araling Panlipunan is a boring subject. History, economics, politics, the constitution of the government, and society are the main causes of this. The specific skills needed to teach social studies and the strategies that would work best for an interactive curriculum are two issues that teachers of social studies are concerned about and have difficulty with, all of which are important factors when developing a study plan for students (Kelly, 2020). The junior high school social studies curriculum is integrated to help pupils learn the social science ideas that are essential to daily life. Unfortunately, there are many obstacles to learning social studies, one of which is the lack of interest and enthusiasm on the part of the students. Students are unable to understand the value of social studies as a result (Wijanarko, Eskasasnanda, & Kurniawan, 2020). In addition, it was found that the instructors waste time creating lesson plans and notes while failing to adequately communicate the material (Ogbu, 2018).

According to data gathered from children's academic performance, Araling Panlipunan has consistently been the lowest-performing topic in the national context, scoring only 74% on the NAT out of a possible 100% competency norm. There may be a split in how the subject is taught if these numbers continue to have an effect on students' performance. It was rumored that

attaining academic objectives in Araling Panlipunan was challenging. Students' test results occasionally may deteriorate (Tomines, Tipolo, & Pantao, 2021). Additionally, it has been noticed that a lot of professors have taught social studies classes despite not having chosen to specialize in the area during their undergraduate studies. Students have suffered as a result of the teachers' lack of procedural topic expertise in social studies, which has led to poor academic achievement. The attitudes of students toward social studies, their way of life, their sense of nationalism, and their worldviews have all been impacted by other practical implications (Pacana, Ramos, Catarata, & Inocian, 2019).

As researchers, we found that one of the most important components of teaching social studies is motivation. The motivation to learn is influenced by a number of factors, such as objectives, effort, persistence, and performance. The significance of motivation in the classroom may be indicated by signs based on situational motivation when a student already has a preference for a particular subject area. Motivation supports cognitive functions. Since motivated students are more likely to pay attention and absorb the material than just skim through learning, motivation has an impact on how information is processed (Hurst, 2021).

The goal of this phenomenological study is to better understand why junior high school students are learning fewer social studies subjects. In this study, we examined the reasons behind Junior High School students' declining interest in social studies courses. The results of the study should prompt organizations to constantly improve their social studies curriculum for junior high school students. The findings of this study will help teachers become more inventive and meticulous when instructing kids in social studies. It motivates them to experiment in order to come up with fresh concepts that will make them more effective teachers by instructing and seeing various methods of class delivery. It consequently helps the student maintain motivation and perform successfully. By providing exercises that make use of structural elements to help them excite their attention and engagement, this study also aids students by assisting them in generating and maintaining situational interest. Future researchers may benefit from this study's guidance and information about the study.

## **LITERATURE REVIEW**

The issue of junior high school students' waning interest in social studies is covered in length in this section, which draws on a wealth of research and literature on the subject. The study's findings from the numerous sources studied, according to the researchers, would be supported by this.

When teaching Araling Panlipunan, a number of difficulties arise, including a lack of desire on the part of the pupils as evidenced by their perception of their learning capacities. The Contextualized Teaching and Learning (CTL) Approach can help teachers give pupils a high-quality education. The material becomes more pertinent and meaningful since the lesson incorporates the learners' experiences. Increasing degrees of mastery is the main goal of instructional strategies like the Contextualized Teaching and Learning (CTL) technique (Lorbis, 2019).

A low achievement rate is one of the problems the researcher has with the academic performance of their students in the Araling Panlipunan topic. The NAT scores in Araling Panlipunan have decreased over the last four years, going from 50.24 percent in 2011-2012 to

41.70 percent in the previous school year, according to the most current School Improvement Plan Report (DCNHS SIP Report, 2016, p. 21). Lack of appropriate learning resources and teaching aids, as well as the student's trouble understanding, both contributed to his or her poor performance in the NAT rating. In comparison to the planning norm of 1:1, the student-textbook ratio in Araling Panlipunan 7 and 8 is much greater. In fact, there is no proof that all Araling Panlipunan students can access high-quality educational technology (DCNHS SIP Report, 2016, p. 9).

In addition, a linked study discussed variables influencing students' academic success in social studies and claimed that the lack of a lab made it difficult to teach social studies. The responders also emphasized the use of educational resources and field trips in teaching social studies. Their academic progress in Social Studies is largely influenced by their hobbies and teachers (Marione, 2015). Additionally, it was discovered that students' interest in social studies and their academic success were highly associated. It was emphasized how crucial the instructor is in serving as a facilitator and deciding the academic achievement of pupils (Ekpenyong, 2015). Students, however, link their school to their success in social studies. Social Studies performance was higher in private secondary schools than in public ones. Students' attitudes, a lack of resources, and a dearth of learning activities are just a few of the variables that affect their academic success in social studies. Other elements include the attitudes of the subject's teachers (Okon & Archibong, 2015).

The Department of Education (DepEd) encourages public schools to be innovative in their teaching strategies and interventions to support their pupils' tenacity and enthusiasm in the classroom. Based on this research, Filipino teachers should seriously consider introducing blended learning in their classrooms to address some of their students' problems, such as poor study habits that affect their ability to perform well in class. This study employs cutting-edge teaching techniques termed blended learning and flipping the classroom to address the students at Araling Panlipunan's poor study habits, particularly in the subject of world history. The study found that pupils don't care to read the lessons in their textbooks. Some students consistently miss class, which has a negative impact on their academic achievement (example: failing grades on quarterly exams) and their subject performance (Cruz, 2018).

In addition, the teacher must stress the need of taking notes and remembering the unusual in order for pupils to continue appreciating Araling Panlipunan. This could be seen as an appreciation of the subject as a result. Teachers might consider using practical materials when teaching this subject to encourage pupils to investigate ideas and create vivid mental images that can subsequently be processed. To encourage pupils to pursue the Araling Panlipunan subject, educators need to adopt new teaching strategies (Sandig, 2015). Araling Panlipunan has long been recognized as one of the key components of Makabayan as an integrative theme that builds the foundation for teaching learners patriotism, nationalism, and responsible citizenship. Due to a new curriculum trend and a number of innovations, the approach of teaching social studies in the Philippines has undergone significant changes (Pana & Escarlos, 2017).

The report also voiced concern about how the fall in interest in and appreciation for Philippine history will affect students. Due to the lack of a dedicated high school education on Philippine history, gullible students are forced to rely on obsolete information they can find online, which

may be true, untrue, or semi-intentionally incorrect. Without training, crucial balancing would be far more challenging, if not impossible. Historical revisionism has been made worse by the absence of a high school course on Philippine history. Teachers in Araling Panlipunan have a difficult time dealing with young students who believe that some info is false or misleading (Ignacio, 2019).

What happens in the classroom is determined by the teacher's ability to keep the students' attention, as was previously stated. As a result, teachers play a crucial role in enacting changes in the classroom. According to the Educator's Diary from 1995, "Teaching occurs only when learning occurs." If the instructor uses a style of education that is appropriate for the class and is used consistently, students will be motivated to learn. The diversity and complexity of their students' gender, interest in the classroom, linguistic proficiency, and ethnicity must be acknowledged and valued by teachers. These elements support students' desire to participate in and comprehend class (Carag, 2020).

It was recommended that Araling Panlipunan teachers invest time to developing their professional skills by obtaining master's or doctoral degrees, not only for themselves but also for their students, focusing on generating enthusiasm in learning and strengthening comprehension abilities. They will receive specific training and assistance as well, with an emphasis on correctly identifying each student's intelligence and effective communication techniques. In order for parents to be more involved in their children's education, the Department of Education and schools should strengthen their ties with the community (Baliling, 2020).

Additionally, teachers and students must collaborate and work together in the classroom to create safe and solid learning communities based on common goals, resources, and designs, as well as standards for participation as devout schoolchildren. Teachers and students take on distinct identities and roles in their interactions with one another, which aids in their understanding of what learning is as a process and as a body of knowledge (Genelza, 2022).

In order to do this, the teacher needs have a solid understanding of the goals, benchmarks, teaching strategies, extracurricular interests, and guiding principles of the curriculum. They must seize the chance to draw students or kids into a full, complete, exciting, and fulfilling existence. While some students appear to be generally engaged in learning, many others need or expect encouragement, a challenge, or improvement from their lecturers or instructors. "The teacher must be able to sustain the motivation that brought the pupils to class in particular if they are to learn effectively in the classroom."

### **Research Questions:**

What are the experiences of Junior High School students in learning social studies?

How do the Junior High School student cope with the challenges of learning social studies?

What are the insights of the Junior High School Student in learning social studies?

### **RESEARCH METHOD**

This chapter introduces the methodology used in qualitative research. This comprises the research participants, instruments, design, and procedure.

## **Participants**

The research project focuses on the learning interest of junior high school students in Carmen, Davao del Norte, in social studies courses. We concentrate on social studies lessons from grades 7 through 10 in junior high school. We concentrated on the reasons junior high students become less interested in social studies. Seven participants will participate in the IDI (in-depth interview) and seven will participate in the focus group discussion (Focus Group Discussion). Purposive sampling will be used by the researchers to determine who will participate. Purposive sampling will help researchers find and choose the group of participants with the greatest amount of information on the experiences crucial to the study (Patton, 2002). Participants with comparable educational backgrounds and those who attended schools in the same region will be chosen by the researchers. Accordingly, the requirements for the participants are as follows: (1) junior high school student; and (2) enrolled in Carmen National High School. Additionally, participants must be genuine Carmen, Davao del Norte residents who are in grades 7 through 10.

## **Materials/Instruments**

Using the prepared interview questions, the researcher will conduct interviews with the study's subjects. Through interview questionnaires, participants will be led through the interview and discussion process. Additionally, it will help researchers compile the precise data needed for the study. Focus groups and in-depth interviews will be conducted by Zoom, Messenger, or Google Meet. To gather accurate and comprehensive data, we will use the platform's recorder and a mobile phone audio recorder to capture the entirety of our interview and talks.

## **DATA ANALYSIS**

The qualitative approach will be used by the researchers because it is the best way to gather the required data. This can help future academics who would like to look into students' motivations for learning social studies. As a result, information is gathered from chosen respondents through focus group discussions and in-depth interviews. The researcher was also interested in learning what the participants thought of the junior high school students.

In order to collect information about the learning interest in social studies education via the eyes of junior high school pupils, the researchers will also force a textual or visual analysis. How respondents compel meaning in the examined manifestations will be determined using the phenomenological method. Phenomenology is useful for studying a select few topics. The consequences of the phenomena on junior high school pupils were primarily experienced by 14 participants in this case. Phenomenological research seeks to shed light on and classify events in accordance with how individuals within a setting define certain concepts. The goal of pure phenomenological research is to describe rather than to explain, and it begins without any preconceived notions or hypotheses (Husserl, 1970).

The participant impressions and opinions will be recorded by the researcher. Asking someone to discuss extremely personal issues is a difficult assignment. Keeping participants and their data secure, however, is the researcher's main responsibility. Before the study can start, procedures for this protection should be properly explained to the participants and approved by a reputable research ethical review board. Before beginning their study, researchers and

practitioners new to qualitative research should seek the advice of an experienced researcher. We can obtain the relevant information from our respondents by conducting a thorough interview. But before we go further, individuals must certify that their participation is voluntary and that they are willing to provide the data needed for the study. Participants are free to respond in any language as long as the researchers can comprehend it. Later, when they go deeper into the material, they frequently stray from the original subject and start a dialogue by posing a variety of queries. Regular conversations and in-depth interviews with numerous goals and objectives can be distinguished from one another (Rubin & Rubin, 2005). Without our physical presence, an interview will take place using Zoom, Google Meet, or a video chat using several other internet and phone technologies. 7–14 people have been chosen for this analysis. A thorough interview is another form of communication (Creswell, 2015).

### **FINDINGS AND DISCUSSION**

Data related to the questions on the research questions are presented and discussed in this part. Together with a logical defense of the outcome, both tabular and textual data were supplied.

The participants' responses were compiled after the researchers held a focus group discussion and an in-depth interview. The recorded participant replies were thoroughly transcribed, translated, and grouped into key themes after rigorous transcription and translation by the researchers. The topics were created by the data analyst. The topics and ideas created by the researchers were assessed, modified, and organized by the data analyst. These were conducted to identify the key components of the issue being studied (Burns & Grove, 2007).

**Research Question 1. What are the experiences of junior high school students in learning social studies?**

**Table 1. The experiences of Junior High School Students in Learning Social Studies.**

<b>THEMES</b>	<b>CORE IDEAS</b>
Challenges In Learning Social Studies	Learning social studies is difficult, especially if no one wants to teach you about it. Being a high school student is not easy sometimes. I experience difficulties answering tricky questions.
Teaching Strategies in Social Studies Classes	Usually, my teacher would let us copy the essential details in our notes. our teacher presented a visual aid that contained a topic, and she created a quiz through Apps When our class discussion ends, she will give us an assessment of the lesson
Motivational Games and Lesson Start-Ups	She uses games to catch the student's attention and be Interested. She would sometimes begin the session with learning exercises such as guessing games. My teacher starts the lesson with some energizers and activities.

### **Challenges In Learning Social Studies**

Challenges in Learning Social Studies is the first theme that is being produced. With these difficulties, we can predict where the instructor will stumble or identify the approaches they should use to create an effective teaching strategy. Some students are struggling to understand some of their new lessons, finding no one eager to help them, and having trouble understanding specific phrases. Each student's academic progress was significantly impacted by this obstacle. Their conduct and academic performance are impacted.

Furthermore, we must keep in mind that kids' social and emotional problems have an impact on their capacity for learning and performance. Most significantly, it has an impact on how well they succeed in academic areas. Students must assess their strengths and weaknesses at each stage in order to succeed with these obstacles. These social and emotional issues usually recur throughout their academic careers. Never forget each student's unique sociocultural identity in order to help them reach their greatest potential (Bhatnagar, 2018).

### **Teaching Strategies in Social Studies Classes**

The Teaching techniques in Learning Social Studies is another issue that is highlighted. Being a competent teacher requires employing innovative teaching strategies to meet the unique needs of students. Regardless of how long you've been teaching, it might be difficult to determine which teaching approach is best for your pupils. When instructing, a teacher ought to have a variety of instructional methods at their disposal. Prioritize the strategies that might result in better learning, and think about using an active learning strategy with the students. Studies show that when teachers use instructional strategies, students can make meaningful connections between concepts covered in class and actual situations. They encouraged greater class participation from the pupils. They enable learners to advance their knowledge and alter their course as necessary. Teachers benefit from instructional strategies because they can assess student progress using a variety of metrics (Persaud, 2021).

### **Motivational Games and Lessons Start-Ups**

The motivational game and lesson startups are the final theme. The educational process now includes a large amount of game-based learning. Children learn via play, and more and more research is demonstrating the benefits of using games in the classroom to engage students with subjects they might otherwise find boring.

Studies suggest that using games in the classroom could increase student interest. The learner becomes more eager to learn, concentrate, and participate in class activities. Students can improve their ability to think critically, reason, and learn by engaging in warm-up activities before lessons. These questions enable students to delve deeper into the material through independent study, peer interaction, or group discussion. These questions typically stimulate in students an interest or skill they want to pursue further (Sager, 2022).

**Research Question 2. How does the junior high school student cope with the challenges of learning social studies?**

**Table 2.** The coping mechanism of Junior High School students with the challenges in Learning Social Studies

<b>THEMES</b>	<b>CORE IDEAS</b>
Advanced Learning and Self-Motivation	I did a study in advance. The coping mechanism that I've used is to study in advance, especially on those topics that are difficult for me. I usually study or advance study our lessons.
Self-Direction and Focus	I always focus on understanding and knowing this subject. More focus and understanding. My insight into social studies is that it is challenging. Still, if we focus and strive hard, everything is simple.
Enthusiasm And Positive Outlook	I always spread positivity throughout my whole being Being positive and studying hard help me cope with everything. Its motivation and a clear mindset in studying and the reason why it will keep me striving for a better living.
Pursuing The Course and Rigorous Study	I always read a book to improve myself in social studies. I cope with the challenge by reviewing the lessons. The effective method we used was to study every lesson hard.
Teacher Aid and Assistance	My teacher helps me understand, especially in a complex lesson I usually ask my teacher about all the tasks I struggle with. My teacher is considerate and always helps me.

### **Advanced Learning and Self-Motivation**

The majority of participants choose advanced study as a coping mechanism for their academic difficulties. By preparing beforehand, individuals could attain their learning objectives and then have time to ask questions about anything they did not fully understand. There is substantial evidence to support the effectiveness of several types of advanced education, in particular different approaches to acceleration, ability grouping, and curricular innovations including structured curriculum and enrichment. However, additional research is required to fully comprehend how advanced education impacts students' lives and learning across class, race, ethnicity, and gender (Plucker & Callahan, 2020).

### **Self-Direction and Focus**

All types of thinking, including perception, memory, learning, reasoning, problem-solving, and decision-making, depend on focus. It makes it possible for them to start working on anything and to stay committed. The most important tool for higher education institutions is self-direction because students need to be free to experiment and find what works for them. Additionally, educators must be able to impart knowledge in their own distinctive ways, utilizing real-world examples. Universities and professors alike require the ability to make judgements independently since the missions of universities vary (Fein, 2022).

### **Enthusiasm and Positive Outlook**

They were better able to concentrate and absorb information as they learnt when they had a positive view on learning. They were also able to recognize various learning opportunities and welcome new experiences. Elementary and high schools have closed as a result of the COVID-19 instances that are rapidly increasing. As a result, a student's absence from the classroom may have an impact on their attitudes toward learning and attendance. Despite the forced environment, the students showed enthusiasm for learning and attending school (Mirahmadizadeh et al., 2020).

### **Pursuing The Course and Rigorous Study**

The participants' troubles with the material are significantly lessened by their intense study. You can increase your confidence, competence, and self-esteem by developing good study habits. They can aid in achieving deadlines and reducing test anxiety. Therefore, by developing effective study habits, you might be able to cut down on the amount of time you spend studying and free up more time for other activities (Student wellness center, 2017).

### **Teacher Aid and Assistance**

Teachers encourage academic success, support students in developing their academic knowledge and skills, and watch out for disruptive behavior in the classroom. However, little is known about how teacher support impacts students' sense of creative self-efficacy. In educational contexts, teacher support can help students stay motivated. Creative self-efficacy was impacted by the chain mediation of students' autonomous motivation, relaxation, and accomplishment emotions, but other achievement emotions had no impact. Additionally, it's important for academics and educators who seek to foster kids' creativity (Liu et al., 2021).

**Research Question 3. What are the insights of the junior high school student in learning social studies?**

**Table 3.** The Insights of Junior High School Students in Learning Social Studies.

<b>THEMES</b>	<b>CORE IDEAS</b>
Historical Literacy and Learning Benefits	<p>It helps us develop historical thinking and literacy as a way of navigating our world, and that also helps us understand the world we live in.</p> <p>Learning social studies is beneficial for me. It is not dull because social studies are crucial lessons that should be understood and comprehended.</p>
Subject Interest and Lesson Excitement	<p>This subject is interesting because it talks about a lot of things. Araling Panlipunan is an exciting subject, and we must love the lesson.</p>
Embracing The Challenges in Learning	<p>My insights into social studies are that it is challenging. Still, if we focus and strive hard, everything is simple.</p> <p>I enjoy learning social studies because I am challenged every time.</p>
Clear Goals and Topic Oriented	<p>I suggest beginning a lesson by giving a clear idea about the topic, then making it more interesting so that the students will pay attention and do a recap of the address.</p> <p>A teacher must build a strong connection with their students for them students to be more motivated to learn.</p>
Recreation in Learning Social Studies	<p>Learning social studies is both enjoyable and educational. Because it speaks about the society in which we live.</p> <p>Learning social studies like me is to enjoy while studying and keep in mind all knowledge you have acquired to use in your growth.</p>

### **Historical Literacy and Learning Benefits**

According to the participants, social studies is a crucial subject that may aid students in developing a thorough understanding of current events as well as political science, history, culture, and other topics. Students who are historically literate are specialists in the subject and the period of history they study. They are able to grasp the past through historical thinking and discipline-based reasoning. A student who is knowledgeable about history can also challenge and evaluate historical sources, comprehend historical context, and investigate various accounts and points of view that explain how things have evolved in the past (Athlos Academies, 2019).

### **Subject Interest and Lesson Excitement**

Students' interest in current events is piqued by social studies. It enables students to comprehend how society and the rest of the globe are evolving and how they can influence the path that the nation will take. The subject is therefore appealing to the students. Real-world context and inspiration are abundant in social studies content and concepts. In this approach, historical occurrences and contemporary challenges could be brought to life for students. Lesson content becomes more interesting and captivating. Additionally, history is a fascinating and vivid subject that aids pupils in better understanding their place in the world (Listmann, 2021).

### **Embracing the Challenges in Learning**

The subject's greater historical emphasis turns off some students. Others find it difficult. It is challenging at first. But it will be simpler if they pay attention and study. It will never be easy to learn something new. You cannot learn and develop if there are no challenges. Students develop their mental fortitude when they accept problems and are prepared to confront them head-on, accept them, and overcome them. Listmann (2022) asserts that frequent attendance in class can improve social studies comprehension. Additionally, schedule your study time and establish a conducive setting for concentration (Warwick, 2021).

### **Clear Goals and Topic Oriented**

Participants recommended that teachers should be able to transparently communicate concepts to their students. Through engaging workshops, students may learn history in an engaging way. Students will quickly learn history if the facilitator makes the content engaging for them by showing them pictures and videos. Students will stop finding history dull if teachers make it enjoyable and motivating for them to learn. Additionally, if you can find a method to make it more relatable, rethink the issue, or make it more entertaining, it might be more pleasurable (Listmann, 2021).

### **Recreation in Learning Social Studies**

The participants find it exciting and instructive to learn social studies for themselves. They aren't bored because they know they can utilize it later; they actually appreciate it. At Araling Panlipunan, students broaden their knowledge and skill sets. They get an understanding of the world by learning about other people and their values in a variety of settings and situations. They broaden their understanding of the world they live in and how it is changing. The potential for learning by paying attention to historical, social, and cultural contexts increase as learners get older. They also found the activities to be intriguing, engaging, and exciting, which made the classes much more enjoyable, fascinating, and exciting (Zarslan & Etin, 2018).

## **CONCLUSION**

The discussion delighted the researchers as they prepared the participants from Carmen Junior High School for the study. The participants spoke willingly and without reluctance as the interview progressed. As they responded to all of the questions, they also contributed other insights and ideas. The participants' fascinating and pertinent responses made the researchers happy with the interview's conclusion.

Academic achievement depends on knowing the pupils' learning preferences. This study aimed to investigate and comprehend their social studies learning obstacles, insights, and experiences. Both positive and negative experiences were expressed by the junior high school students. The participants discussed how they overcome learning hurdles in social studies classes, accepted challenging learning situations, and their teachers' instructional tactics.

The study's researchers came to the following conclusion based on their findings: Students typically struggle to express their ideas, opinions, and concepts in the way that they would like, because it is complicated and vast. Students, especially those who struggle to understand concepts, develop coping mechanisms with the help of their professors. They are more focused

and self-directed. These junior high school kids accepted these tasks despite the learning limitations. Approaching social studies with a positive perspective will help them overcome their lack of interest in the subject because they will feel more upbeat and excited about studying as a result. The students also recommend that the teacher establish a good rapport with them in order to make learning more intriguing, thrilling, and engaging.

A campus that welcomes students also requires open communication between administrators, academics, and advisors for international students. All parties will gain from improved comprehension and teamwork as a result of ongoing communication, which will also be helpful for the Junior High School students and the company as a whole. The understudies' integration into the routine of the main school would also be aided by constant communication. The pupils will find it simpler to adapt to social situations because they won't feel alone. These recommendations will assist schools in meeting student demands and expectations while also raising retention and academic success rates on a whole (Genelza, 2022).

## **RECOMMENDATIONS**

In light of the findings and conclusion, the researcher would like to recommend the following: Schools and the administration should keep providing lectures, workshops, webinars, and other academic events that motivate students to develop a wider range of interests in learning as opposed to a narrow focus. By improving their involvement and expertise, webinars and seminars help them perform better in a classroom setting. All pupils should be able to feel at home at the school. They should give more support to activities that help students succeed by implementing teaching tactics that are more entertaining, useful, and supportive of students' learning and passion for school. They must set up a thorough support structure for educational opportunities and community collaborations.

To establish a rapport with them and cultivate empathy for their behavior, teachers should be able to speak with their students. They should be more cognizant of their students' performance in order to enhance their instructional strategies and successfully engage their learners. They can then determine which subjects their students are not interested in. Collaboration between students and teachers should be a teacher's main priority. It might help the instructor focus more intently on their performances.

For students, this is the most exciting and important period of their lives. It entails more than merely attending class and making the necessary sacrifices to effectively master a subject while being guided by a teacher. Students should concentrate more throughout class and be accountable for their work. They should put in more effort and time toward their studies. Goal-setting should improve their academic performance. Children can speak with their teachers when they participate.

In order for future researchers to properly appreciate the purpose of their job and reach some alternate conclusions for their own improvement, they should be more spiritually engaged and open-minded in their research. They needed to strive to adjust to the situation and be more aware of what they should research and where their attention should be directed. The investigations could become more precise and productive as a result.

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