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Factors that Affect the Learning Behavior of Grade 10 Students at Rotonda National High School

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Abstract—This survey was conducted to determine the factors that greatly affect the learning behavior of Grade 10 Students of Rotonda National High School. It utilized the SPSS Software to treat the information from the collected data. For the learning practices, the result showed that 56.5% of the students sometimes do self-learning management and 60 % of them answered that they sometimes use the learning facilities at school. There is not much difference between males and females in their self-learning management and utilization of learning facilities. The family income of the respondents sometimes affects their self-learning management and their utilization of learning facilities. For the support group between family and teachers, the majority of the students said that they often have their support at 52.9 -55 %. There is a statistically significant relationship between teacher support and the self-learning management of the students as calculated by Pearson's r-value (0.246) which indicates a positive low correlation. In contrast, there is no significant relationship between teacher support and the utilization of learning facilities by the students. Family support, on the other hand, showed the result that there is a significant negative low correlation at a P-value of -.299. between family support and the self-learning management of the student, however, there is no significant relationship between family support and the utilization of self-learning facilities by the students.

***Index Terms*—Learning behavior, self-learning management, utilization of learning facilities, teacher support, family support.**

1. Introduction

Student learning behavior refers to the observable actions and cognitive processes that student engage to acquire knowledge, skills or attitudes (Li et al., 2024). It includes activities such as attention, memory, problem-solving, participation, class tasks and performances inside and outside of the classroom making it a strong predictor of academic outcomes (He et al., 2024). Understanding these factors is very important for educators, policymakers, school administrators, as well as researchers who are striving to enhance learning experiences and promote student achievement.

As noted by Doe and Smith (2020), student learning behavior encompasses a broad spectrum of individual characteristics, environmental influences, and socioeconomic determinants. These factors interact directly within educational contexts, affecting students' attitudes, engagement, and performances in learning activities. While some factors, such as self-learning management, others such as classroom environment, teacher support (Monteiro et al., 2021), and family support are also influenced by external factors (Topor et al., 2010).

Thus, this study aims to determine the factors affecting student learning behavior among Grade 10 learners of Rotonda National High School in the Division of Korondal City, South Cotabato, and provide insights into how these factors operate and their implications for educational outcomes.

A. Statement of the Problem

This paper was pursued to determine the factors that affect the learning behavior of Grade 10 Students at Rotonda National High School.

1. To determine the profile of Grade 10 students in terms of:
   a. Sex
   b. Family Income
2. To what extent does the student practice the following learning behaviors:
   a. Self-Learning Management
   b. Utilization of Learning Facilities
3. To what extent do the following support the learning behavior of the students:
   a. Teachers support
   b. Family-support
4. To compare the mean between males and females in terms of;
   a. Self-Learning Management *(personal, with peers)*
   b. Utilization of Learning Facilities *(school, environment, home)*
5. To determine the significant relationship between the factors and the learning behavior of the students in terms of;
   a. Self-Learning Management
   b. Utilization of Learning Facilities

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B. Conceptual Framework

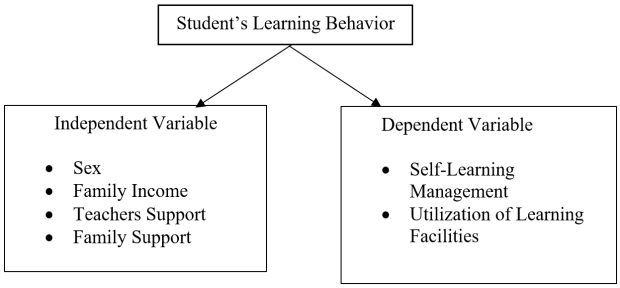

Fig. 1. Conceptual framework

1) Research Assumptions/Research Hypotheses

Hypothesis:

H_0: There is no significant relationship between the factors, namely, sex, family income, teacher support, and family support to the Self-Management and Utilization of Learning Facilities by the students.

H_a: There is a significant relationship between the factors, namely, sex, family income, teacher support, and family support to the Self-Management and Utilization of Learning Facilities by the students.

C. Significance of the Study

Determining the factors affecting the learning behavior of the Grade 10 students will enable educators to tailor their teaching methods and foster a conducive classroom environment. Students learn better, participate actively, and have meaningful learning experiences which leads to better academic performance. In addition, identifying factors that most students often face such as socioeconomic level, educators, and support staff can provide targeted interventions and services to help them overcome barriers to learning.

D. Scope and Limitations of the Study

This study is for grade 10 students of Rotonda National High School, District X, City of Koronadal. Rotonda National High School has 3 classes for the grade 10 level and has a total enrolment of 114 students. However, only 85 students were present when the survey was conducted. It focuses on the data collected from the respondents and does not reflect the learning behaviors of the grade 10 students in the general population.

E. Definition of Terms

Learning Behavior: Learning behaviors are learned actions that enable students to access learning and interact with others productively in the community. In this study, this term refers to the idea that students can learn effectively and appropriately by their intrinsic motivation, in the classroom setting, school, and family environment.

Self-Learning Management (SLM): It is the process of managing oneself to achieve desired goals. It involves strategies, techniques, and approaches that help direct activities and behaviors effectively. In this study, this term refers to the learning practices of the students on their behavior towards learning such as, study habits, attendance, listening and writing, taking notes and, etc…

Utilization of Learning Facilities (ULF): Learning facilities are buildings, fixtures, and equipment that students use to develop their potential. In this study, this term refers to the frequency of access and utilization of these learning facilities such as computers, library, their classrooms, and other school facilities.

Teacher Support: It is the support students perceive from their teachers during the learning process. In this study, this term refers to the interaction between the student and teacher, the teacher characteristics and attitudes that influence the learning behavior of the students.

Family Support: It refers to the involvement and participation of parents and family members in school events and activities. In this study, this term refers to the support of parents in the financial aspect, and home environment which influences the learning behavior of the student.

2. Methods

A. Sampling Technique

This study used a convenient sampling technique. This is a method of non-probability sampling where the samples are drawn based on the convenience of the researcher or interviewer; also referred to as *accidental sampling*. Convenience sampling is often used in the early stages of research because it allows a large number of respondents to be interviewed in a short period (David, 2005). A total of 85 respondents were recruited in the study and 100% were able to return the survey forms or were able to participate in the face-to-face survey.

B. Data Collection Technique

The researcher used a survey questionnaire and went to the grade 10 classrooms, explained how to answer the questionnaires, and collected the questionnaires after the students finished answering them.

C. Data Processing and Data Analysis

After all the survey forms were collected, the data collected was checked for completeness. The data gathered was organized in MS Excel and was transferred to IBM-SPSS software for encoding and processing.

Table 1

Mean	Interpretation
1.00-1.50	Never
1.51-2.50	Rarely
2.51-3.50	Sometimes
3.51-4.50	Often
4.51-5.00	Always

There are statistical tools used in the study to aid data interpretation and analysis. Both descriptive and inferential types of data analysis were used. Statistical tools for descriptive data analysis included frequency and percent distribution, particularly for the profile of the respondents, which included sex, parents' monthly income, and extent of learning practices of the students and support from the teachers and families.

The study used a scale of 1 to 5 to determine the mean between males and females in their self-learning management

Table 2
Correlation coefficient values (Strength of relationship)

Positive Relationship		**Negative Relationship**	
Range of Correlation Coefficient Values	Level of Correlation (Strength of relationship)	Range of Correlation Coefficient Values	Level of Correlation (Strength of relationship)
0.00 to 0.19	Very Weak Positive	-0.19 to -0.01	Very Weak Negative
0.20 to 0.39	Weak Positive	-0.39 to -0.20	Weak Negative
0.40 to 0.59	Moderate Positive	-0.59 to -0.40	Moderate Negative
0.60 to 0.79	Strong Positive	-0.79 to -0.60	Strong Negative
0.80 to 1.00	Very Strong Positive	-1.00 to -0.80	Very Strong Negative

Source: Diekhoff, 2002

and utilization of learning facilities. Below are the details of the rating scales and their interpretation.

Furthermore, Correlation was used to test the significance of the relationships between the variables. On the other hand, Pearson's r-test and scatter plot were employed to determine the strength of the relationship between the variables. Table 2 and Table 3 summarize how the strength of the relationships between variables can be interpreted based on Pearson's r-test.

Table 3
Pearson r test of significance interpretation

r	**Interpretation**
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

3. Results and Discussion

A. Profile of the Students

Table 4 shows the distribution of the respondents by sex. The female group comprises 52% of the respondents, while the male group comprises 48 % of the respondents.

Table 4
Distribution of the respondents by sex

Sex	**Frequency**	**Percentage**
Male	41	48.0
Female	44	52.0
Total	**85**	**100.0**

Table 5 shows the distribution of the respondents' family income. 50.6 % of the respondents' family income falls between 10,000 and 20,000 pesos monthly. In contrast, 27.1 % of the respondents have a family income below 10,000 pesos monthly, while 22.4% of the respondents have a family income above 20,000 pesos monthly.

Table 5
Distribution of family income by bracket

Income Bracket	**Frequency**	**Percentage**
10,000 below	23	27.1
10,001-20,000	43	50.6
20,001 above	19	22.4
Total	**85**	**100.0**

B. To what Extent does the Student Practice Self-Learning Management and Utilization of Learning Facilities

Table 6 shows that 56.5% of the respondents sometimes practice self-learning management. Also, 38.8% of the respondents often do self-learning management, while 4.7% of them rarely do. No student answered "Never" and "Always" when asked if they practiced self-learning management.

Table 6
Distribution of respondent and Self-Learning Management

Response	**Frequency**	**Percentage**
Never	0	0.0
Rarely	4	4.7
Sometimes	48	56.5
Often	33	38.8
Always	0	0.0
Total	**85**	**100.0**

Table 7 shows that 60% of respondents sometimes use the learning facilities, and 29.4% often utilize the learning facilities at home and school. There are 8.2% answered that they "Rarely" use the learning facilities at home and school.

Table 7
Distribution of respondent and utilization of learning facilities

Response	**Frequency**	**Percentage**
Never	0	0.0
Rarely	7	8.2
Sometimes	51	60.0
Often	25	29.4
Always	2	2.4
Total	**85**	**100.0**

C. To what Extent do Teacher Support, and Family Support Affect the Learning Behavior of the Students

Table 8 shows that about 55% of the respondents have always had their teacher's support, about 41 % of them often have teacher support, and only 3.5% of them sometimes have their teacher's support. No student answered that they "Never and Rarely" had their teacher's support in their self-learning management and the utilization of learning facilities.

Table 8
Distribution of respondents and teacher support

Response	**Frequency**	**Percentage**
Never	0	0.0
Rarely	0	0.0
Sometimes	3	3.5
Often	35	41.2
Aways	47	55.3
Total	**85**	**100.0**

Table 9 shows that 52.9 % of the respondents sometimes have their family support however, only 4.7% of them answered that they always have their family support at home and school. There are 3.5% of the respondents "Rarely" have their family support and no student answered "Never" have their family support in their self-learning management and utilization of learning facilities.

Table 9
Distribution of respondents and family support

Response	Frequency	Percentage
Never	0	0.0
Rarely	3	3.5
Sometimes	45	52.9
Often	33	38.8
Aways	4	4.7
Total	**85**	**100.0**

D. To Compare the Mean Between Males and Females in Terms of Self-Learning Management (Personal and with Peers) and Utilization of Learning Facilities (School, Environment, Home)

1) Compare means of Males and Females with Self-Learning Management

Table 10 is about the mean comparison between males and females in self-learning management *(personal).* It shows that males with a 3.10 mean and females with a 3.27 mean, sometimes listen to their teachers in their lessons. Males with a 3.66 mean and females with a 3.93 mean often participate in class discussions. Males with a 2.93 mean and females with a 3.02 mean sometimes ask questions or clarifications when they are confused about a certain topic. With a 2.54 mean, males sometimes wanted to attend their classes while females with 2.30 rarely wanted to attend their classes. However, males with a 3.59 mean and females with a 4.16 mean often wanted to have good grades on their exams and performances. It only means that they wanted good grades but rarely went to school to attend classes. Males with a 3.32 mean sometimes take down notes while females with a 3.93 mean often write notes on their notebooks. Males with a 2.80 mean and females with a 3.07 mean sometimes study their lessons regularly.

Table 11 is about the mean comparison between males and females in their self-learning management *(with peers).* It shows that males with a 3.10 mean and females with a 3.27 mean sometimes wanted to stop their classmates who were interrupting their teacher when having a class discussion. Males with a 3.46 mean and females with a 3.34 mean sometimes participate in group studies. Males with a 3.29 mean and females with a 2.91 sometimes spend less time with their friends during school days to focus on their studies. When they were absent, a 2.95 mean for males and a 3.45 mean for females sometimes cope by copying notes and answering learning activity sheets on their vacant time.

2) Comparing means of the Sex of males with the Utilization of Learning Facilities

Table 12 is about the mean comparison between sex and utilization of learning facilities at school. Males with a mean of 3.73 and females with a mean of 3.91 often use the learning facilities such as computer rooms. Males with a mean of 3.78, and females with a mean of 3.91 often use the learning materials in the mini-library at school which is a big question since the

Table 10
Comparing means between sex and self-learning management (Personal)

SEX		How well do you listen to your teachers?	How well do you participate in the class discussion?	How well do you ask questions or clarifications on concepts of the lessons when you are confused?	How well do you want to attend your classes?	How well do you want to get good grades on quizzes, performances, and exams?	How well do you take down notes?	How well do you study your lessons regularly?
Male	Mean	3.71	3.66	2.93	2.54	3.59	3.32	2.8
	N	41	41	41	41	41	41	41
	Std. Deviation	0.642	0.938	1.104	1.142	0.865	1.083	0.749
Female	Mean	4.11	3.93	3.02	2.3	4.16	3.93	3.07
	N	44	44	44	44	44	44	44
	Std. Deviation	0.618	0.789	0.952	1.069	0.888	0.925	0.95
Total	Mean	3.92	3.8	2.98	2.41	3.88	3.64	2.94
	N	85	85	85	85	85	85	85
	Std. Deviation	0.658	0.87	1.023	1.105	0.918	1.045	0.864

Table 11
Comparing means between sex and self-learning management with peers

		How well do you want to stop your classmates when the teacher is discussing the lesson and is interrupted by doing some silly things or asking unimportant/non-relevant questions?	How well do you participate in group studies with your friends?	How well do you spend less time with your friends during school days to focus more on your studies?	When you are absent, how well do you cope by copying notes, studying, or doing assignments on your vacant time?
Male	Mean	3.1	3.46	3.29	2.95
	N	41	41	41	41
	Std. Deviation	1.091	1.227	0.844	0.921
Female	Mean	3.27	3.34	2.91	3.45
	N	44	44	44	44
	Std. Deviation	1.169	1.18	0.83	1.109
Total	Mean	3.19	3.4	3.09	3.21
	N	85	85	85	85
	Std. Deviation	1.129	1.197	0.854	1.048

Table 12
Comparing means between sex and utilization of learning facilities at school

SEX		How well do you use the learning facility provided by the school (computer laboratory)?	How well do you read books, journals, encyclopedias, etc. in the library?	How well can you access the computer lab and the library?	How well do you agree about the 2-hour class time in ICT?
Male	Mean	3.73	3.78	2.22	2.12
	N	41	41	41	41
	Std. Deviation	0.549	0.571	1.061	1.053
Female	Mean	3.91	3.91	2.14	2.00
	N	44	44	44	44
	Std. Deviation	0.473	0.473	1.025	0.915
Total	Mean	3.82	3.85	2.18	2.06
	N	85	85	85	85
	Std. Deviation	0.516	0.523	1.037	0.980

Table 13
Comparing means between sex and utilization of learning facilities in the school environment

SEX		How well do you think about the suitability of your classroom, chairs and tables, lighting, and classroom size for learning?	How often is the class interrupted because of school activities like intramurals, symposiums, health checks, and other DepEd-related activities?	How often do you get distracted because of the noises from the next classrooms or the noises from the activities in the gymnasium?	How often is the class canceled and are called out to clean and improve the Gulayan sa Paaralan or other school activities?
Male	Mean	2.24	3.05	3.66	3.29
	N	41	41	41	41
	Std. Deviation	1.179	1.182	1.237	1.123
Female	Mean	1.86	3.25	3.66	3.11
	N	44	44	44	44
	Std. Deviation	0.955	0.943	1.077	1.104
Total	Mean	2.05	3.15	3.66	3.20
	N	85	85	85	85
	Std. Deviation	1.079	1.064	1.150	1.111

Table 14
Comparing means between sex and utilization of learning facilities at home

SEX		How well do you use the Internet in doing school-related activities?	When you are struggling with your homework, how well do you extend effort by reading articles, journals, or searches on the internet?	How well do you play online games and use apps such as ML, TikTok, Facebook, YouTube, etc. before doing and finishing your assignments?	How well do you use the internet to communicate with your classmates about the lessons, notes, assignments, projects, and other related school activities?
Male	Mean	2.95	3.05	3.68	3.68
	N	41	41	41	41
	Std. Deviation	1.094	0.865	1.192	1.011
Female	Mean	2.93	3.43	3.41	3.66
	N	44	44	44	44
	Std. Deviation	1.087	0.950	1.245	1.119
Total	Mean	2.94	3.25	3.54	3.67
	N	85	85	85	85
	Std. Deviation	1.084	0.925	1.220	1.062

school does not have a library even a mini- one. Males with a mean of 2.22, and females with a mean of 2.0, rarely access the computer laboratories in the school. When asked about it, they said that it was because of the schedule which was limiting their use of the said facilities. In addition, males with a mean of 2.12, and females with a mean of 2.0, rarely agree about the two-hour class time in ICT.

Table 12 is about the mean comparison between males and females in the utilization of learning facilities in the school environment. It shows that males with a mean of 2.24 and females with a mean of 1.86, rarely think about the suitability of the classroom, the class size, and the materials like tables and chairs that could affect their learning. On the other hand, males with a mean of 3.05, and females with a mean of 3.25, sometimes thought that their learning was affected when the classes were interrupted by symposiums, health-related checks, intramurals, and other DepEd activities. Moreover, males and females having the same 3.66 mean, often thought that their learning was affected because of the noises from the gymnasium as well as the noises from other classes since their classroom is a make-shift one. Moreover, males with a mean of 3.29 and females with a mean of 3.11, sometimes thought that

canceling the classes to do other activities like helping in the Gulayan sa Paaralan could affect their learning.

Table 13 is about the mean comparison between males and females in their utilization of learning facilities at home. It shows that males with a mean of 2.95 and females with a mean of 2.93 sometimes use the learning facilities they have at home like mobile devices, computers and internet connections. Still, when struggling with homework, males with a mean of 3.05 which is close to females at 3.43, sometimes use their learning facilities to search for answers on the internet while they are at home. In addition, males with a mean of 3.68, often use their mobile devices, and computers to play mobile legends, make TikTok videos and watch movies from YouTube and Facebook. Females, on the other hand, have a mean of 3.41 implying that they sometimes use their learning facilities to play mobile games and watch movies. Males with a mean of 3.68, and females with a mean of 3.66 sometimes use their learning facilities at home to communicate with their peers about the lessons, assignments projects, and more.

E. To Determine the Significant Relationship Between the Factors and the Learning Practices of the Students: Self-Learning Management and Utilization of Learning Facilities

1) Sex vs Self-Learning Management

Table 15 shows the relationship between sex and self-learning management by the students. Since the P-value of .200 is less than ± l, and .067 which is more than 0.05 level of significance, then, we can say that there is negligible correlation between sex and the self-learning management of the students.

Table 15
Test of relationship between sex and Self-Learning management

(n)	85
Pearson Correlation	.200
Sig. (2-tailed)	.067

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

2) Sex vs Utilization of Learning Facilities

Table 16 shows the relationship between sex and the utilization of learning facilities by the students. Since the P-value of -.015 is far from ± l, we can say that there is a negligible correlation between sex and the utilization of learning facilities by the students.

Table 16
Test of relationship between sex and utilization of learning facilities

(n)	85
Pearson Correlation	-.015
Sig. (2-tailed)	.892

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

Table 17 shows the relationship between family income and self-learning management. Since the P-value is .071 which is far from ± l, therefore, there is a negligible correlation between family income and self-learning management.

3) Family Income vs Utilization of Learning Facilities

Table 18 shows the relationship between family income and the utilization of learning facilities by the students. Since the P-value is -.047 which is far from ± l, therefore, there is a negligible correlation between family income and utilization of learning facilities by the students.

Table 17
Test of relationship between family income and Self-Learning management

(n)	85
Pearson Correlation	.071
Sig. (2-tailed)	.519

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

Table 18
Test of relationship between family income and the utilization of learning facilities by the students

(n)	85
Pearson Correlation	-.047
Sig. (2-tailed)	.667

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

4) Teacher Support vs Self-Learning Management

Table 19 shows the relationship between teacher support and self-learning management by the students. With the P-value of -.156 which is far from ± l, we can say that there is a negligible correlation between teacher support and self-learning management by the students.

Table 19
Test of relationship between teacher support and the self learning management by the students

(n)	85
Pearson Correlation	-.156
Sig. (2-tailed)	.146

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

5) Teacher Support vs Utilization of Learning Facilities

Table 20 shows the relationship between teacher support and utilization of learning facilities by the students. Since the P-value of -.041 is far from ± l, therefore, there is a negligible correlation between teacher support and the utilization of

learning facilities by the students.

Table 20
Test of relationship between teacher support and the utilization of learning facilities by the students

(n)	85
Pearson Correlation	-.041
Sig. (2-tailed)	.710

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

6) Family Support vs Self-Learning Management

Table 21 shows the relationship between family support and the self-learning management of the student. Since the P- value of .032 is far from ± l, we can say that there is a negligible correlation between family support and the self-learning management of the student.

Table 21
Test of relationship between family support and the self-learning management by the students

(n)	85
Pearson Correlation	.032
Sig. (2-tailed)	.772

r	Interpretation
+ .01 to + .19	Negligible correlation
+ .20 to + .39	Low correlation
+ .40 to + .59	Moderate correlation
+ .60 to + .79	High correlation
+ .80 to + 1.00	Very high correlation

7) Family Support vs Utilization of Learning Facilities

Table 22 shows the relationship between family support and the utilization of learning facilities by the students. Since the P-value of .371 is close to ± l, we can say that there is a significant relationship between family support and the utilization of learning facilities by the students.

Table 22
Test of relationship between family support and the utilization of learning facilities by the students

(n)	85
Pearson Correlation	.371
Sig. (2-tailed)	.000

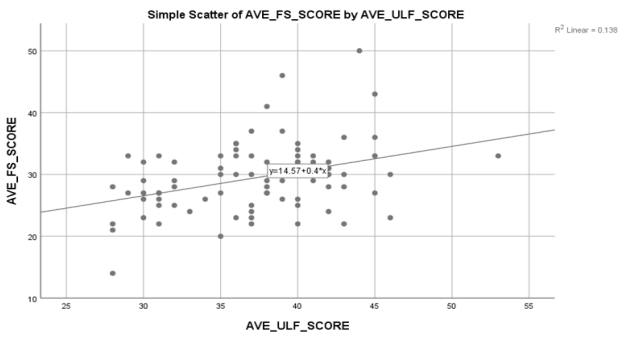

Fig. 2. Scatter plot and trendline for family support and students' utilization of learning facilities

4. Conclusions

The following are the conclusions of this study:

1. On average, male and female students often do self-learning management and sometimes utilize learning facilities.
2. On average, the respondent's family monthly income is sometimes a factor in their self-learning management and their utilization of learning facilities.
3. The majority of the students always have their teacher's support in their self-learning management and utilization of learning facilities.
4. The majority of the students often have their family support in their self-learning management and utilization of learning facilities.
5. On average, males and females often listen to their teachers, but sometimes participate in class discussions. In addition, both of them sometimes asked questions or clarifications when they were confused about a certain topic in the lesson.
6. On average, both males and females rarely wanted to attend their classes but often wanted to have good grades on quizzes, exams, and performances. Further, both sexes often take down notes but sometimes attend their lessons.
7. On average, both sexes sometimes wanted to stop their classmates from doing unnecessary things or interrupting their teachers during class discussions. Also, both of them sometimes participate in group studies and sometimes spend less time with their peers. Furthermore, both of them sometimes cope by copying notes and doing homework when they are absent or miss an important lesson.
8. There is no statistically significant difference in the self-learning management and utilization of learning facilities between male and female students. This means that a student's sex is not a significant factor considering these variables.
9. There is no statistically significant relationship between the respondents' family monthly income and their self-learning management and utilization of learning facilities. This means that a student's family's monthly income is not a significant factor considering these variables.
10. There is no statistically significant relationship between teacher support and a respondent's self-learning management and utilization of learning facilities,
11. While there is no statistically significant relationship between family support and a respondent's self-learning management, there is a significant relationship between family support and the student's utilization of learning facilities. A positive Pearson's r-value also indicates a low positive relationship between the two variables, which means that family support is a positive significant factor in students' utilization of learning facilities.

5. Recommendations

The results of the data gathered give ample recommendations for teachers, school administrators, and parents on how to improve students learning behavior. Knowing that the students have not developed their self-learning skills, teachers must give differentiated learning instructions. *Tailored instructional strategies* accommodate different learning styles that can enhance student engagement and performance (Grasha,2002). For example, incorporating visual aids, hands-on activities, and collaborative learning techniques can benefit both male and female students (Standler, 2002).

Teachers should also create a *supportive learning environment* to make students feel safe to take risks, ask questions, and explore their interests (Hattie, 2012). They should promote critical thinking skills by asking thought-provoking questions and challenging students to analyze and evaluate information independently (Ennis,2016). A positive and supportive classroom atmosphere encourages self-directed learning.

In addition, teachers can *offer guidance on effective study techniques, time management skills, and goal-setting strategies* (Britton & Tesser,2020). They should also print out learning activity sheets so everyone can do the activities independently.

Further, teachers should provide *timely constructive feedback* to help students assess their progress and identify areas for improvement. Specific feedback focuses on the strengths and areas that need improvement (Hattie & Timperly, 2007).

School administrators should also consider *making the computer laboratory accessible to students at any time*, so when the students have a vacant time, they can go and access the needed technology in order to do their homework, LAS, and other projects. In addition, the school must consider *putting up a mini library* so students can read books, journals, magazines, and reading materials for enhancing the students vocabulary and comprehension.

Parents can *create a conducive environment for learning* by providing a quiet space for studying, accessing educational materials, and minimizing distractions (Clark,2016). They should also encourage their child to *take ownership of their learning by setting goals, managing their time effectively, and seeking help when needed*. Parents must *give importance to responsibility and accountability* in their academic pursuits (Duckwoth et al., 2019).

Most importantly, parents must *demonstrate the value of lifelong learning* by pursuing their interests, acquiring new skills, and sharing their learning experiences with their children (Merriam & Caffarella,2022). They must be the first to serve as a role model for continuous growth and development.

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