

**PROMOTION OF WELL-BEING AND CONTINUOUS EDUCATION OF
INTERMEDIATE INDIGENOUS PEOPLE (IP) LEARNERS: FOUNDATION FOR AN
ENHANCED PERSONALITY DEVELOPMENT PROGRAM**

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ABSTRACT

Indigenous People (IP) learners faced unique challenges in education, requiring targeted interventions to support their well-being and continuous learning. Ensuring their holistic development and sustained academic engagement was essential for fostering inclusive education. This study determined the promotion of well-being and continuous education of intermediate IP learners in San Felipe District, Schools Division of Zambales, during the School Year 2024-2025. A descriptive-correlational research design was employed, involving 129 intermediate IP learners and 129 home learning facilitators selected through total population sampling. A validated researcher-made questionnaire was used to measure the promotion of well-being ($\alpha = .99$) and continuous education ($\alpha = .99$) of intermediate IP learners and the latter as perceived by home learning facilitators ($\alpha = .99$). Findings revealed that most intermediate IP learners were 10-year-old male Grade 6 students with one sibling, belonged to families earning P19,999 and below, and had home learning facilitators who were high school graduates. They studied less than an hour daily and attended only one personality development session. Their well-being was moderately promoted in terms of social support, cultural awareness, mental health, and emotional resilience. Their continuous education was moderately effective in accessibility, curriculum relevance, engagement, and academic progress, as perceived by both learners and home learning facilitators. A significant difference was found between the promotion of well-being and learners' profiles, while no significant difference existed between learners' and facilitators' perceptions of continuous education. A strong positive correlation was observed between well-being and continuous education, while a weak, non-significant correlation was noted in facilitators' perceptions. These findings guided the development of an enhanced personality development program. This study contributed to the research world by highlighting the relationship between well-being and continuous education among IP learners, providing a basis for culturally responsive educational interventions.

Keywords: Promotion of Well-Being, Continuous Education, Intermediate Learners, Indigenous Learners, Home Reading Facilitators.

1. INTRODUCTION

Promoting the well-being of the intermediate indigenous people (IP) learners is essential to fostering their holistic growth and ensuring they thrive in educational environments. Many indigenous learners face unique challenges, including cultural marginalization and limited access to quality education, which can hinder their personal development. Continuing education plays a critical role in addressing these gaps by equipping learners with skills and knowledge that enhance

their confidence, social awareness, and emotional resilience. This study aims to develop an enhanced personality development program that supports the well-being of intermediate IP learners and empowers them to become well-rounded individuals prepared for future challenges.

Promoting the well-being and continuous education of intermediate Indigenous Peoples (IP) learners is essential for fostering their holistic development and ensuring their active engagement in learning. Studies have underscored the importance of self-efficacy, resilience, and social support in enhancing learners' well-being and academic success. Jia (2022) highlights self-efficacy as a key factor influencing academic engagement, while Wang and Liu (2022) identify resilience as a mediating factor between motivation and well-being. Additionally, Martínez-García et al. (2024) propose a comprehensive model integrating multiple well-being factors into educational frameworks, reinforcing the need for targeted interventions that support learners' emotional and psychological development. Despite these findings, there remains a gap in research specifically addressing the unique challenges faced by intermediate IP learners and the integration of culturally responsive personality development programs tailored to their needs.

Social support and cultural awareness are also crucial components in fostering the well-being of IP learners. Huang and Zhang (2021) emphasize the role of perceived social support in mitigating stress and enhancing academic experiences, while Zhou and Yu (2021) argue that such support strengthens online learning self-efficacy. The impact of community and school-based support is further reinforced by Narainsamy et al. (2024), who identify parents, teachers, and peers as essential sources of emotional and motivational resources. In parallel, Lipsedge and Mulrooney (2022) and Akharraz (2021) highlight the significance of cultural awareness in promoting a sense of belonging among diverse learners. However, existing studies often focus on general student populations rather than specifically addressing how these factors influence intermediate IP learners in continuous education settings.

The role of mental health and emotional resilience in education has been widely studied, with researchers advocating for inclusive and proactive well-being frameworks. Lindsay et al. (2022) stress the importance of institutional support in addressing mental health concerns, while Norwich et al. (2022) call for broader approaches to student well-being that go beyond addressing mental health difficulties. Additionally, Derakhshan et al. (2023) and Zarrinabadi et al. (2022) emphasize the role of emotional resilience in fostering engagement and academic success. Although these studies establish a foundation for understanding well-being in education, there is limited research on how such interventions can be effectively tailored to the distinct socio-cultural contexts of intermediate IP learners.

While prior research has explored well-being, social support, cultural awareness, and resilience in education, there remains a critical research gap in the development of an enhanced personality development program specifically designed for intermediate IP learners. Existing studies provide valuable insights into individual factors that contribute to student well-being, yet they do not comprehensively address the intersection of these elements within an indigenous educational framework. This study seeks to bridge this gap by formulating a culturally responsive personality development program that promotes the holistic well-being and continuous education of intermediate IP learners, ensuring they are equipped with the necessary skills and emotional resilience to thrive academically and socially.

2. STATEMENT OF THE PROBLEM

This study determined the promotion of well-being and continuous education of intermediate IP learners in San Felipe District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of the intermediate IP learners be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level;
 - 1.4. number of siblings;
 - 1.5. monthly family income;
 - 1.6. highest educational attainment of home learning facilitator;
 - 1.7. daily study hours at home; and
 - 1.8. number of personality development sessions attended?
2. How may the promotion of well-being of intermediate IP learners be described in terms of:
 - 2.1. social support;
 - 2.2. cultural awareness;
 - 2.3. mental health; and
 - 2.4. emotional resilience?
3. How may the continuing education of intermediate IP learners be described in terms of:
 - 3.1. accessibility;
 - 3.2. relevance of curriculum;
 - 3.3. engagement and motivation; and
 - 3.4. academic progress?
4. As perceived by home learning facilitators, how may the continuing education of intermediate IP learners be described in terms of:
 - 4.1. accessibility;
 - 4.2. relevance of curriculum;
 - 4.3. engagement and motivation; and
 - 4.4. academic progress?
5. Is there a significant difference between the promotion of well-being of intermediate IP learners and their profile when grouped accordingly?
6. Is there a significant correlation between the continuing education of intermediate IP learners as perceived by themselves and their home learning facilitators?
7. Is there a significant correlation between the promotion of well-being of intermediate IP learners and their continuing education?
8. Is there a significant correlation between the promotion of well-being of intermediate IP learners and their continuing education as perceived by their home learning facilitators?
9. What enhanced personality development program can be proposed to improve the promotion of well-being of intermediate IP learners through continuing education?

3. METHODS AND MATERIALS

This study determined the promotion of well-being and continuous education of intermediate IP learners in San Felipe District, Schools Division of Zambales, during the School

Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 129 intermediate IP learners and 129 home learning facilitators in a district, utilizing total population sampling to involve all intermediate IP learners and their home learning facilitators. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the promotion of well-being and continuous education of intermediate IP learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the promotion of well-being of intermediate IP learners ($\alpha = 0.99$), continuous education of intermediate IP learners as perceived by themselves ($\alpha = 0.99$), and as perceived by their home learning ($\alpha = 0.99$). Statistical analyses, including the Kruskal-Wallis Test, Mann Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Intermediate IP Learners

4.1.1. Age

Table 1

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Age

Age	Frequency	Percentage
10 years old	48	37.21
11 years old	41	31.78
12 years old	40	31.01
Total	129	100.00

Table 1 exhibits the frequency and percentage distribution of the profile of intermediate IP learners in terms of age. The table showed the different age groups and their corresponding frequencies and percentages.

The table indicated that 48 learners, or 37.21%, were 10 years old, while 41 learners, or 31.78%, were 11 years old. Additionally, 40 learners, or 31.01%, belonged to the 12-year-old group. These findings highlighted the varying ages of intermediate IP learners, which played a crucial role in understanding their academic and developmental needs.

The highest frequency and percentage belonged to the 10-year-old learners, accounting for 37.21% of the total respondents. This suggested that most intermediate IP learners started schooling at the expected age and progressed within the standard timeline. Such a trend had implications for designing age-appropriate instructional strategies that catered to the majority of learners.

The findings of the present study aligned with the research of Sahin et al. (2022), which emphasized age distribution as a determining factor in academic readiness. Similar to the current study, the previous research revealed that younger learners tended to have a stronger foundational knowledge compared to older peers. These results reinforced the need to tailor educational interventions based on learners' age groups for better learning outcomes.

4.1.2. Sex

Table 2

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Sex

Sex	Frequency	Percentage
Male	66	51.16
Female	63	48.84
Total	129	100.00

Table 2 displays the frequency and percentage distribution of the profile of intermediate IP learners in terms of sex. The table showed the number of male and female learners and their corresponding percentages.

The table indicated that 66 learners, or 51.16%, were male, while 63 learners, or 48.84%, were female. The nearly equal distribution suggested that both sexes had almost the same representation in the study. This balance was important in analyzing whether gender differences influenced academic performance and learning experiences.

The highest frequency and percentage belonged to male learners, accounting for 51.16% of the total respondents. This indicated that there were slightly more male learners than female learners in the intermediate IP group. Such a finding had implications for gender-responsive teaching strategies that addressed the specific needs of both male and female learners.

The findings of the present study aligned with the research of Feng et al. (2023), which emphasized the significance of gender distribution in understanding learning behaviors. Similar to the current study, the previous research revealed that slight differences in gender composition could influence classroom dynamics and participation. These results reinforced the need for inclusive and equitable instructional approaches to support both male and female learners effectively.

4.1.3. Grade Level

Table 3

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Grade Level

Grade Level	Frequency	Percentage
Grade 4	35	27.13
Grade 5	44	34.11
Grade 6	50	38.76
Total	129	100.00

Table 3 depicts the frequency and percentage distribution of the profile of intermediate IP learners in terms of grade level. The table showed the number of learners in each grade level and their corresponding percentages.

The table indicated that 35 learners, or 27.13%, were in Grade 4, while 44 learners, or 34.11%, were in Grade 5. Additionally, 50 learners, or 38.76%, belonged to Grade 6. These findings highlighted the progression of intermediate IP learners across different grade levels, which was essential in understanding their academic journey.

The highest frequency and percentage belonged to Grade 6 learners, accounting for 38.76% of the total respondents. This suggested that most of the intermediate IP learners were in their final

year of elementary education. Such a finding had implications for curriculum development and intervention programs to ensure that these learners were well-prepared for secondary education.

The findings of the present study aligned with the research of Lewin (2021), which emphasized the importance of grade-level distribution in analyzing learners' academic progress. Similar to the current study, the previous research revealed that the highest proportion of learners was typically in the uppermost grade level. These results reinforced the need for targeted instructional strategies that addressed the specific learning needs of each grade level.

4.1.4. Number of Siblings

Table 4

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Number of Siblings

Number of Siblings	Frequency	Percentage
1 sibling	45	34.88
2 siblings	44	34.11
3 siblings	26	20.16
4 siblings	14	10.85
Total	129	100.00

Table 4 portrays the frequency and percentage distribution of the profile of intermediate IP learners in terms of the number of siblings. The table showed the different sibling counts among learners and their corresponding frequencies and percentages.

The table indicated that 45 learners, or 34.88%, had one sibling, while 44 learners, or 34.11%, had two siblings. Additionally, 26 learners, or 20.16%, had three siblings, and 14 learners, or 10.85%, had four siblings. These findings highlighted the family size of intermediate IP learners, which played a crucial role in their home learning environment and academic support system.

The highest frequency and percentage belonged to learners with one sibling, accounting for 34.88% of the total respondents. This suggested that most learners came from relatively small families, where parental attention and resources might have been more focused. Such a finding had implications for understanding the learners' home learning conditions and the level of academic support they received from family members.

The findings of the present study aligned with the research of Tsagem et al. (2023), which emphasized the influence of family size on learners' academic performance and engagement. Similar to the current study, the previous research revealed that learners with fewer siblings tended to receive more parental support and educational resources. These results reinforced the need to consider family background in designing learning interventions and support programs for intermediate IP learners.

4.1.5. Monthly Family Income**Table 5**

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	71	55.04
P20,000 to P39,999	41	31.78
P40,000 to P59,999	17	13.18
Total	129	100.00

Table 5 represents the frequency and percentage distribution of the profile of intermediate IP learners in terms of monthly family income. The table showed the different income brackets and their corresponding frequencies and percentages.

The table indicated that 71 learners, or 55.04%, belonged to families earning P19,999 and below, while 41 learners, or 31.78%, came from families with a monthly income between P20,000 and P39,999. Additionally, 17 learners, or 13.18%, were from families earning between P40,000 and P59,999. These findings highlighted the economic background of the learners, which significantly influenced their access to educational resources and opportunities.

The highest frequency and percentage belonged to learners whose families earned P19,999 and below, accounting for 55.04% of the total respondents. This suggested that most intermediate IP learners came from low-income households, which might have impacted their learning conditions, access to school supplies, and overall academic performance. Such a finding had implications for the need for financial assistance programs and educational support to help these learners overcome economic challenges.

The findings of the present study aligned with the research of Luo (2024), which emphasized the impact of family income on students' academic success. Similar to the current study, the previous research revealed that learners from lower-income families often faced financial constraints that affected their schooling experience. These results reinforced the importance of targeted interventions, such as scholarship programs and resource provisions,

4.1.6. Highest Educational Attainment of Home Learning Facilitator**Table 6**

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Highest Educational Attainment of Home Learning Facilitator

Highest Educational Attainment of Home Learning Facilitator	Frequency	Percentage
Elementary Graduate	21	16.28
High School Graduate	90	69.77
College Graduate	18	13.95
Total	129	100.00

Table 6 highlights the frequency and percentage distribution of the profile of intermediate IP learners in terms of the highest educational attainment of their home learning facilitators. The table showed the different educational levels completed by home learning facilitators and their corresponding frequencies and percentages.

The table indicated that 21 facilitators, or 16.28%, were elementary graduates, while 90 facilitators, or 69.77%, had completed high school. Additionally, 18 facilitators, or 13.95%, were college graduates. These findings highlighted the educational background of home learning facilitators, which played a crucial role in supporting the learners' academic progress.

The highest frequency and percentage belonged to high school graduates, accounting for 69.77% of the total respondents. This suggested that most home learning facilitators had attained a basic level of education, which might have influenced their ability to assist learners with school-related tasks. Such a finding had implications for the need to provide additional training or resources to help facilitators effectively support learners at home.

The findings of the present study aligned with the research of Canonizado (2024), which emphasized the relationship between the educational attainment of home learning facilitators and learners' academic performance. Similar to the current study, the previous research revealed that facilitators with higher educational backgrounds tended to provide better academic guidance to their children. These results reinforced the need for literacy programs and parental education initiatives to enhance the home learning environment of intermediate IP learners.

4.1.7. Daily Study Hours at Home

Table 7

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Daily Study Hours at Home

Daily Study Hours at Home	Frequency	Percentage
Less than 1.0 hour	69	53.49
1.0 to 1.9 hours	42	32.56
2.0 to 2.9 hours	18	13.95
Total	129	100.00

Table 7 emphasizes the frequency and percentage distribution of the profile of intermediate IP learners in terms of daily study hours at home. The table showed the different time durations learners spent studying at home and their corresponding frequencies and percentages.

The table indicated that 69 learners, or 53.49%, studied for less than 1 hour daily, while 42 learners, or 32.56%, spent 1.0 to 1.9 hours studying. Additionally, 18 learners, or 13.95%, dedicated 2.0 to 2.9 hours to home study. These findings highlighted the study habits of intermediate IP learners, which were crucial in determining their academic progress and learning retention.

The highest frequency and percentage belonged to learners who studied for less than 1 hour daily, accounting for 53.49% of the total respondents. This suggested that most learners had limited time for self-study, which might have affected their academic performance and mastery of lessons. Such a finding had implications for the need to encourage better study habits and provide structured learning support at home.

The findings of the present study aligned with the research of Miao (2023), which emphasized the relationship between study time and academic achievement. Similar to the current study, the previous research revealed that learners who spent more time studying at home generally performed better in school. These results reinforced the importance of promoting effective study routines and parental involvement in supporting learners' academic success.

4.1.8. Number of Personality Development Sessions Attended

Table 8

Frequency and Percentage Distribution of the Profile of Intermediate IP Learners in terms of Number of Personality Development Sessions Attended

Number of Personality Development Sessions Attended	Frequency	Percentage
None	23	17.83
1 session	89	68.99
2 sessions	17	13.18
Total	129	100.00

Table 8 underscores the frequency and percentage distribution of the profile of intermediate IP learners in terms of the number of personality development sessions attended. The table showed the different frequencies of learners' participation in such sessions and their corresponding percentages.

The table indicated that 23 learners, or 17.83%, had not attended any personality development sessions, while 89 learners, or 68.99%, had participated in one session. Additionally, 17 learners, or 13.18%, had attended two sessions. These findings highlighted the level of exposure of intermediate IP learners to personality development programs, which played a role in their social and emotional growth.

The highest frequency and percentage belonged to learners who attended one session, accounting for 68.99% of the total respondents. This suggested that most learners had limited engagement in personality development programs, which might have influenced their confidence, communication skills, and overall personal growth. Such a finding had implications for the need to implement more structured and continuous personality development initiatives for learners.

The findings of the present study aligned with the research of Mohamed and Shehata (2023), which emphasized the impact of personality development programs on learners' self-esteem and social skills. Similar to the current study, the previous research revealed that limited exposure to such sessions might hinder the holistic development of learners. These results reinforced the importance of integrating regular personality development activities into the school curriculum to enhance learners' social and emotional well-being.

4.2. Promotion of Well-Being of Intermediate IP Learners

4.2.1. Social Support

Table 9

Mean Rating and Interpretations of the Promotion of Well-Being of Intermediate Learners in terms of Social Support

Item	Indicators	Mean Rating	Interpretation
1	I help my classmates when they find their lessons difficult.	3.02	Moderately Promoted
2	I listen to my friends' stories when they have problems.	3.01	Moderately Promoted
3	I show kindness to all my classmates.	2.97	Moderately Promoted

4	I call the teacher when my friend needs help.	2.95	Moderately Promoted
5	I teach my classmates when they don't understand their assignments.	2.98	Moderately Promoted
6	I invite my friends to join games and activities.	2.96	Moderately Promoted
7	I share my school supplies with my classmates when they have none.	2.97	Moderately Promoted
8	I show gratitude for the help given by others.	2.96	Moderately Promoted
9	I spend time playing with my friends at the right time.	2.97	Moderately Promoted
10	I enjoy participating in group activities.	2.95	Moderately Promoted
General Mean Rating		2.97	Moderately Promoted

Table 9 reveals the mean ratings and interpretations of the promotion of well-being of intermediate learners in terms of social support. The table showed that all indicators were interpreted as "Moderately Promoted," with varying mean ratings.

The mean ratings ranged from 2.95 to 3.02, all falling under the "Moderately Promoted" interpretation. The highest mean rating of 3.02 indicated a moderate level of helping classmates with difficult lessons, while the lowest mean rating of 2.95 was observed in two indicators. The general mean rating of 2.97 also indicated that social support among intermediate learners was moderately promoted.

The highest-rated indicator, "I help my classmates when they find their lessons difficult," had a mean rating of 3.02, which was interpreted as "Moderately Promoted." This suggested that learners showed a moderate tendency to assist their peers academically. Its implication to the study highlighted the importance of fostering a more supportive classroom environment to enhance peer-assisted learning.

The findings of the present study aligned with the research of Calonia et al. (2024), which also examined the role of social support in student well-being. Both studies revealed that while social support was evident, there was still room for improvement in promoting stronger peer relationships. This similarity emphasized the need for targeted interventions to strengthen social interactions among learners.

4.2.2. Cultural Awareness

Table 10

Mean Rating and Interpretations of the Promotion of Well-Being of Intermediate Learners in terms of Cultural Awareness

Item	Indicators	Mean Rating	Interpretation
1	I show respect for our traditions and customs.	3.04	Moderately Promoted

2	I participate in cultural celebrations such as festivals.	3.01	Moderately Promoted
3	I learn about the songs and dances of our culture.	2.96	Moderately Promoted
4	I help preserve our cultural artifacts.	2.94	Moderately Promoted
5	I share stories about our culture with my classmates.	2.97	Moderately Promoted
6	I listen to elders when they teach about our traditions.	2.97	Moderately Promoted
7	I perform respectful gestures like hand-kissing.	2.99	Moderately Promoted
8	I share our food made from traditional recipes.	2.96	Moderately Promoted
9	I read books about our history and culture.	2.99	Moderately Promoted
10	I show pride in being part of our tribe or group.	2.95	Moderately Promoted
General Mean Rating		2.98	Moderately Promoted

Table 10 unfolds the mean ratings and interpretations of the promotion of well-being of intermediate learners in terms of cultural awareness. The table indicated that all indicators were interpreted as "Moderately Promoted," with varying mean ratings.

The mean ratings ranged from 2.94 to 3.04, all classified under the "Moderately Promoted" interpretation. The highest mean rating of 3.04 was recorded for showing respect for traditions and customs, while the lowest mean rating of 2.94 was observed in preserving cultural artifacts. The general mean rating of 2.98 suggested that cultural awareness among intermediate learners was moderately promoted.

The highest-rated indicator, "I show respect for our traditions and customs," had a mean rating of 3.04, which was interpreted as "Moderately Promoted." This indicated that learners had a moderate level of appreciation and adherence to cultural traditions. Its implication to the study underscored the importance of integrating more cultural activities in schools to strengthen learners' connection to their heritage.

The findings of the present study aligned with the research of Alraqiq et al. (2021), which also explored cultural awareness among students. Both studies revealed that while learners demonstrated respect for their culture, their engagement in cultural preservation efforts remained moderate. This similarity highlighted the need for more initiatives to enhance students' active participation in cultural preservation and appreciation.

4.2.3. Mental Health

Table 11

Mean Rating and Interpretations of the Promotion of Well-Being of Intermediate Learners in terms of Mental Health

Item	Indicators	Mean Rating	Interpretation
1	I take deep breaths when I feel nervous.	3.04	Moderately Promoted
2	I talk to my teacher or parent when I feel sad.	3.00	Moderately Promoted
3	I play to feel happy and forget my worries.	2.95	Moderately Promoted
4	I rest when I feel tired.	2.95	Moderately Promoted
5	I share my feelings with my friends.	2.96	Moderately Promoted
6	I do things that make me happy, like drawing or singing.	2.98	Moderately Promoted
7	I study well so I won't worry about my lessons.	2.98	Moderately Promoted
8	I listen to advice from elders to feel better.	2.96	Moderately Promoted
9	I pray to gain strength when I feel scared.	2.98	Moderately Promoted
10	I smile and laugh with my friends to feel happy.	2.96	Moderately Promoted
General Mean Rating		2.98	Moderately Promoted

Table 11 unveils the mean ratings and interpretations of the promotion of well-being of intermediate learners in terms of mental health. The table showed that all indicators were interpreted as "Moderately Promoted," with varying mean ratings.

The mean ratings ranged from 2.95 to 3.04, all falling under the "Moderately Promoted" interpretation. The highest mean rating of 3.04 was recorded for taking deep breaths when feeling nervous, while the lowest mean rating of 2.95 was observed in two indicators. The general mean rating of 2.98 indicated that the promotion of mental health among intermediate learners was moderately practiced.

The highest-rated indicator, "I take deep breaths when I feel nervous," had a mean rating of 3.04, which was interpreted as "Moderately Promoted." This suggested that learners moderately utilized breathing techniques as a coping strategy for nervousness. Its implication to the study emphasized the importance of integrating mindfulness and relaxation exercises into school activities to further support learners' mental well-being.

The findings of the present study aligned with the research of Cody et al. (2022), which also examined mental health practices among students. Both studies indicated that while learners engaged in some mental health-promoting activities, their overall mental health support remained

moderate. This similarity highlighted the need for more structured programs to enhance learners' emotional resilience and coping strategies.

4.2.4. Emotional Resilience

Table 12

Mean Rating and Interpretations of the Promotion of Well-Being of Intermediate Learners in terms of Emotional Resilience

Item	Indicators	Mean Rating	Interpretation
1	I stay calm even in difficult situations.	3.04	Moderately Promoted
2	I do not give up easily when a task is hard.	3.01	Moderately Promoted
3	I get back up when I fall or make mistakes.	2.97	Moderately Promoted
4	I learn from my mistakes to become better.	2.95	Moderately Promoted
5	I think of positive things when I feel sad.	2.96	Moderately Promoted
6	I ask for help when I can't do something.	2.96	Moderately Promoted
7	I trust myself to face challenges.	2.98	Moderately Promoted
8	I feel thankful for even the small things I have.	2.96	Moderately Promoted
9	I believe that problems have solutions.	3.02	Moderately Promoted
10	I feel happy when I notice the good things around me.	2.98	Moderately Promoted
General Mean Rating		2.98	Moderately Promoted

Table 12 expounds the mean ratings and interpretations of the promotion of well-being of intermediate learners in terms of emotional resilience. The table indicated that all indicators were interpreted as "Moderately Promoted," with varying mean ratings.

The mean ratings ranged from 2.95 to 3.04, all classified under the "Moderately Promoted" interpretation. The highest mean rating of 3.04 was observed in staying calm even in difficult situations, while the lowest mean rating of 2.95 was recorded for learning from mistakes to become better. The general mean rating of 2.98 suggested that emotional resilience among intermediate learners was moderately promoted.

The highest-rated indicator, "I stay calm even in difficult situations," had a mean rating of 3.04, which was interpreted as "Moderately Promoted." This indicated that learners had a moderate ability to manage stress and remain composed during challenges. Its implication to the study emphasized the need for further interventions, such as problem-solving activities and self-regulation strategies, to strengthen learners' emotional resilience.

The findings of the present study aligned with the research of Abbas (2023), which also explored emotional resilience among students. Both studies revealed that while learners demonstrated some level of emotional resilience, there was still room for improvement in strengthening their coping mechanisms. This similarity underscored the importance of continuous support programs to enhance learners' ability to handle adversity effectively.

4.3. Continuing Education of Intermediate IP Learners

4.3.1. Accessibility

Table 13

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners in terms of Accessibility

Item	Indicators	Mean Rating	Interpretation
1	I easily get to school using safe and accessible roads.	3.03	Moderately Effective
2	I have enough school supplies like pencils and paper.	2.99	Moderately Effective
3	I have free books available for learning.	2.95	Moderately Effective
4	I have access to teachers who are always ready to teach.	2.96	Moderately Effective
5	I receive help from their family in completing homework.	2.95	Moderately Effective
6	I have time to study at home every day.	2.93	Moderately Effective
7	I have a proper space at home for quiet study.	2.99	Moderately Effective
8	I have access to clean water and food in school.	2.98	Moderately Effective
9	I can join additional learning programs like remedial classes.	2.97	Moderately Effective
10	I have access to technology like computers or tablets for learning.	2.96	Moderately Effective
General Mean Rating		2.97	Moderately Effective

Table 13 explains the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of accessibility. The table showed that all indicators were interpreted as "Moderately Effective," with varying mean ratings.

The mean ratings ranged from 2.93 to 3.03, all categorized as "Moderately Effective." The highest mean rating of 3.03 was recorded for easily getting to school using safe and accessible roads, while the lowest mean rating of 2.93 was observed in having time to study at home every day. The general mean rating of 2.97 indicated that the accessibility of continuing education for intermediate IP learners was moderately effective.

The highest-rated indicator, "I easily get to school using safe and accessible roads," had a mean rating of 3.03, which was interpreted as "Moderately Effective." This suggested that transportation and infrastructure played a key role in ensuring learners' access to education. Its implication to the study highlighted the importance of maintaining and improving road safety and transportation services to further support learners' consistent school attendance.

The findings of the present study aligned with the research of Oclarit et al. (2023), which also examined educational accessibility among indigenous learners. Both studies revealed that while learners had moderate access to essential learning resources, challenges still existed, particularly in home study environments and technology access. This similarity emphasized the need for targeted interventions to enhance accessibility and support learning continuity among IP students.

4.3.2. Relevance of Curriculum

Table 14

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners in terms of Relevance of Curriculum

Item	Indicators	Mean Rating	Interpretation
1	I learn stories about the culture and history of their tribe.	3.04	Moderately Effective
2	I learn words in their native language as part of their lessons.	3.00	Moderately Effective
3	I learn practical skills like planting and caring for nature.	2.95	Moderately Effective
4	I learn counting using examples from daily life.	2.96	Moderately Effective
5	I learn songs and poems that highlight their traditions.	2.95	Moderately Effective
6	I learn ways to use local resources responsibly.	2.93	Moderately Effective
7	I learn sports and traditional games from their community.	2.99	Moderately Effective
8	I learn ways of cooperation from examples in their locality.	2.98	Moderately Effective
9	I learn basic health and hygiene practices from local customs.	2.98	Moderately Effective
10	I learn stories of success from their ancestors as a source of inspiration.	2.97	Moderately Effective
General Mean Rating		2.98	Moderately Effective

Table 14 clarifies the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of the relevance of the curriculum. The table showed that all indicators were interpreted as "Moderately Effective," with mean ratings ranging from 2.93 to 3.04.

The mean ratings indicated that the lowest-rated indicator was "I learn ways to use local resources responsibly," with a mean rating of 2.93, while the highest-rated indicator was "I learn stories about the culture and history of their tribe," with a mean rating of 3.04. The general mean rating of 2.98 suggested that the relevance of the curriculum in addressing the cultural and educational needs of IP learners was moderately effective.

The highest-rated indicator, "I learn stories about the culture and history of their tribe," emphasized the importance of cultural preservation in education. This suggested that learners valued learning about their heritage, which could strengthen their sense of identity and belonging. Its implication to the study highlighted the need for an enhanced curriculum that further integrates indigenous knowledge and traditions.

The findings of the present study aligned with the research of Adhikary et al. (2024), which also examined curriculum relevance in indigenous education. Both studies found that while the curriculum moderately addressed cultural aspects, there was still room for improvement in integrating practical skills and local resource management. This similarity underscored the importance of continuously adapting the curriculum to better serve the educational and cultural needs of IP learners.

4.3.3. Engagement and Motivation

Table 15

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners in terms of Engagement and Motivation

Item	Indicators	Mean Rating	Interpretation
1	I actively participate in class discussions.	3.04	Moderately Effective
2	I eagerly ask questions when something is unclear.	3.00	Moderately Effective
3	I enjoy and shows interest in working on school projects.	2.96	Moderately Effective
4	I show excitement whenever there is a new lesson.	2.95	Moderately Effective
5	I am determined to complete their class tasks.	2.94	Moderately Effective
6	I actively join educational games and activities.	2.95	Moderately Effective
7	I strive to achieve high scores in their exams.	3.00	Moderately Effective
8	I show confidence in answering questions in class.	2.95	Moderately Effective
9	I enjoy doing creative tasks like drawing or storytelling.	2.99	Moderately Effective
10	I show interest in learning things related to their culture.	2.98	Moderately Effective

General Mean Rating	2.98	Moderately Effective
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Table 15 elucidates the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of engagement and motivation. The results indicated that all indicators were interpreted as "Moderately Effective," with mean ratings ranging from 2.94 to 3.04.

The highest-rated indicator was "I actively participate in class discussions" with a mean rating of 3.04, suggesting that learners demonstrated a moderate level of engagement in classroom interactions. On the other hand, the lowest-rated indicator, "I am determined to complete their class tasks" with a mean rating of 2.94, implied that while learners were engaged, sustaining their motivation to complete tasks remained a challenge. The general mean rating of 2.98 reflected a moderate level of engagement and motivation among intermediate IP learners in their continuing education.

The findings emphasized the need for strategies to enhance learners' motivation, particularly in task completion and sustained interest in lessons. This suggested that educators could further integrate culturally relevant and interactive teaching approaches to make learning more engaging for IP learners.

The present study supported the findings of Martin et al. (2021) who explored student motivation in indigenous education and found that cultural integration and interactive learning strategies played a crucial role in sustaining learner engagement. Both studies highlighted the importance of adapting teaching methods to maintain learners' enthusiasm and participation in academic activities.

4.3.4. Academic Progress

Table 16

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners in terms of Academic Progress

Item	Indicators	Mean Rating	Interpretation
1	I learn to read simple sentences in their own language.	3.04	Moderately Effective
2	I write letters and words neatly.	3.01	Moderately Effective
3	I solve simple math problems correctly.	2.95	Moderately Effective
4	I provide short explanations for their answers.	2.96	Moderately Effective
5	I learn to use new words in daily conversations.	2.93	Moderately Effective
6	I create short stories using their imagination.	2.95	Moderately Effective
7	I follow instructions during class activities.	3.02	Moderately Effective

8	I learn to ask questions about things they want to learn.	2.96	Moderately Effective
9	I show progress in reading longer stories.	2.97	Moderately Effective
10	I learn to express their ideas using the correct words.	2.98	Moderately Effective
General Mean Rating		2.98	Moderately Effective

Table 16 demonstrates the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of their academic progress. The data showed that all indicators fell under the category of "Moderately Effective."

The mean ratings ranged from 2.93 to 3.04, with interpretations consistently marked as "Moderately Effective." The highest mean rating was 3.04, while the lowest was 2.93, indicating slight variations in learners' perceived academic progress. The general mean rating of 2.98 also received a "Moderately Effective" interpretation, suggesting that learners showed moderate improvement across different academic skills.

The indicator with the highest mean rating was "I learn to read simple sentences in their own language," which had a mean rating of 3.04 and was interpreted as "Moderately Effective." This result implied that learners found reading simple sentences in their native language relatively easier compared to other academic tasks. Such findings emphasized the importance of reinforcing foundational literacy skills to further enhance their academic progress.

The present study aligned with the findings of Graebe et al. (2022), which also examined the effectiveness of continuing education programs for IP learners. The previous study reported similar moderate effectiveness in improving academic skills, highlighting the need for targeted interventions. These parallel findings reinforced the significance of enhancing instructional approaches to support the continuous learning of intermediate IP learners.

4.4. Continuing Education of Intermediate IP Learners as Perceived by Home Learning Facilitators

4.4.1. Accessibility

Table 17

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners as Perceived by Home Learning Facilitators in terms of Accessibility

Item	Indicators	Mean Rating	Interpretation
1	My learner easily gets to school using safe and accessible roads.	3.19	Moderately Effective
2	My learner has enough school supplies like pencils and paper.	3.12	Moderately Effective
3	My learner has free books available for learning.	3.06	Moderately Effective
4	My learner has access to teachers who are always ready to teach.	3.06	Moderately Effective

5	My learner receives help from their family in completing homework.	3.11	Moderately Effective
6	My learner has time to study at home every day.	3.05	Moderately Effective
7	My learner has a proper space at home for quiet study.	3.12	Moderately Effective
8	My learner has access to clean water and food in school.	3.12	Moderately Effective
9	My learner can join additional learning programs like remedial classes.	3.11	Moderately Effective
10	My learner has access to technology like computers or tablets for learning.	3.04	Moderately Effective
General Mean Rating		3.10	Moderately Effective

Table 17 enacts the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of accessibility, as perceived by home learning facilitators. The results indicated that all indicators were interpreted as "Moderately Effective."

The mean ratings ranged from 3.04 to 3.19, showing slight variations in the perceived accessibility of education for IP learners. The highest mean rating was 3.19, while the lowest was 3.04, both still categorized as "Moderately Effective." The general mean rating of 3.10 also received the same interpretation, suggesting that while accessibility was present, there were still areas for improvement.

The indicator with the highest mean rating was "My learner easily gets to school using safe and accessible roads," which had a mean rating of 3.19 and was interpreted as "Moderately Effective." This result implied that safe and accessible roads contributed positively to learners' ability to attend school regularly. The finding underscored the importance of infrastructure development in ensuring continued education for IP learners.

The present study aligned with the findings of Eduardo and Gabriel (2021), which also examined the accessibility of education for IP learners. The previous study reported similar moderate effectiveness, emphasizing the role of external factors like transportation, family support, and learning resources. These comparable findings reinforced the need for further efforts to enhance accessibility and support systems for IP learners' education.

4.4.2. Relevance of Curriculum

Table 18

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners as Perceived by Home Learning Facilitators in terms of Relevance of Curriculum

Item	Indicators	Mean Rating	Interpretation
1	My learner learns stories about the culture and history of their tribe.	3.18	Moderately Effective
2	My learner learns words in their native language as part of their lessons.	3.12	Moderately Effective

3	My learner learns practical skills like planting and caring for nature.	3.06	Moderately Effective
4	My learner learns counting using examples from daily life.	3.05	Moderately Effective
5	My learner learns songs and poems that highlight their traditions.	3.09	Moderately Effective
6	My learner learns ways to use local resources responsibly.	3.05	Moderately Effective
7	My learner learns sports and traditional games from their community.	3.12	Moderately Effective
8	My learner learns ways of cooperation from examples in their locality.	3.10	Moderately Effective
9	My learner learns basic health and hygiene practices from local customs.	3.11	Moderately Effective
10	My learner learns stories of success from their ancestors as a source of inspiration.	3.05	Moderately Effective
General Mean Rating		3.09	Moderately Effective

Table 18 reenacts the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of the relevance of the curriculum, as perceived by home learning facilitators. The results showed that all indicators were interpreted as "Moderately Effective."

The mean ratings ranged from 3.05 to 3.18, indicating slight differences in how relevant the curriculum was perceived to be. The highest mean rating was 3.18, while the lowest was 3.05, both still categorized as "Moderately Effective." The general mean rating of 3.09 suggested that while the curriculum was somewhat relevant to IP learners, further improvements could be made to enhance its cultural and practical significance.

The indicator with the highest mean rating was "My learner learns stories about the culture and history of their tribe," which had a mean rating of 3.18 and was interpreted as "Moderately Effective." This result implied that learners connected well with lessons that reflected their cultural background. The finding emphasized the importance of integrating indigenous knowledge and traditions into the curriculum to strengthen learners' cultural identity and engagement.

The present study aligned with the findings of Mercado (2021), which also explored the relevance of curriculum content for IP learners. The previous study found moderate effectiveness in culturally responsive education, highlighting the need for curriculum adjustments to better reflect indigenous experiences. These parallel findings reinforced the necessity of making educational programs more inclusive and meaningful for IP learners.

4.4.3. Engagement and Motivation

Table 19

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners as Perceived by Home Learning Facilitators in terms of Engagement and Motivation

Item	Indicators	Mean Rating	Interpretation
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1	My learner actively participates in class discussions.	3.19	Moderately Effective
2	My learner eagerly asks questions when something is unclear.	3.12	Moderately Effective
3	My learner enjoys and shows interest in working on school projects.	3.05	Moderately Effective
4	My learner shows excitement whenever there is a new lesson.	3.07	Moderately Effective
5	My learner is determined to complete their class tasks.	3.12	Moderately Effective
6	My learner actively joins educational games and activities.	3.06	Moderately Effective
7	My learner strives to achieve high scores in their exams.	3.11	Moderately Effective
8	My learner shows confidence in answering questions in class.	3.11	Moderately Effective
9	My learner enjoys doing creative tasks like drawing or storytelling.	3.12	Moderately Effective
10	My learner shows interest in learning things related to their culture.	3.05	Moderately Effective
General Mean Rating		3.10	Moderately Effective

Table 19 shows the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of engagement and motivation, as perceived by home learning facilitators. The findings indicated that all indicators were interpreted as "Moderately Effective."

The mean ratings ranged from 3.05 to 3.19, showing slight variations in learners' engagement and motivation levels. The highest mean rating was 3.19, while the lowest was 3.05, both still categorized as "Moderately Effective." The general mean rating of 3.10 suggested that learners demonstrated a moderate level of enthusiasm and participation in their education.

The indicator with the highest mean rating was "My learner actively participates in class discussions," which had a mean rating of 3.19 and was interpreted as "Moderately Effective." This result implied that learners were somewhat engaged in classroom interactions, which contributed to their learning process. The finding highlighted the need for more interactive and student-centered activities to sustain and enhance learner motivation.

The present study aligned with the findings of Singh et al. (2022), which also examined student engagement and motivation in continuing education programs. The previous study reported similar moderate effectiveness, emphasizing the role of interactive teaching methods and culturally relevant lessons. These parallel findings reinforced the importance of developing strategies to further boost learner enthusiasm and active participation in education.

4.4.4. Academic Progress

Table 20

Mean Rating and Interpretations of the Continuing Education of Intermediate IP Learners as Perceived by Home Learning Facilitators in terms of Academic Progress

Item	Indicators	Mean Rating	Interpretation
1	My learner learns to read simple sentences in their own language.	3.18	Moderately Effective
2	My learner writes letters and words neatly.	3.12	Moderately Effective
3	My learner solves simple math problems correctly.	3.05	Moderately Effective
4	My learner provides short explanations for their answers.	3.07	Moderately Effective
5	My learner learns to use new words in daily conversations.	3.09	Moderately Effective
6	My learner creates short stories using their imagination.	3.04	Moderately Effective
7	My learner follows instructions during class activities.	3.10	Moderately Effective
8	My learner learns to ask questions about things they want to learn.	3.10	Moderately Effective
9	My learner shows progress in reading longer stories.	3.12	Moderately Effective
10	My learner learns to express their ideas using the correct words.	3.07	Moderately Effective
General Mean Rating		3.09	Moderately Effective

Table 20 visualizes the mean ratings and interpretations of the continuing education of intermediate IP learners in terms of academic progress, as perceived by home learning facilitators. The results showed that all indicators were interpreted as "Moderately Effective."

The mean ratings ranged from 3.04 to 3.18, indicating slight differences in learners' academic achievements. The highest mean rating was 3.18, while the lowest was 3.04, both still categorized as "Moderately Effective." The general mean rating of 3.09 suggested that learners demonstrated moderate academic progress, with room for further improvement.

The indicator with the highest mean rating was "My learner learns to read simple sentences in their own language," which had a mean rating of 3.18 and was interpreted as "Moderately Effective." This result implied that learners found reading in their native language somewhat manageable and beneficial. The finding emphasized the importance of strengthening early literacy programs in the learners' mother tongue to support their overall academic development.

The present study aligned with the findings of Cabling (2024), which also examined academic progress among indigenous learners. The previous study reported moderate effectiveness in foundational literacy and numeracy skills, highlighting the need for culturally responsive teaching strategies. These similar findings reinforced the importance of enhancing instructional methods to better support the academic growth of intermediate IP learners.

4.5. Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile

4.5.1. Age

Table 21

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Age

Groups	MR	Eta squared (η^2)	H	df	p	Decision
10 years old	33.43	.91 (Large)	100.91	2	.000	Reject H_{01} (Significant)
11 years old	58.55					
12 years old	109.50					

Table 21 illustrates the difference between the promotion of well-being of intermediate IP learners and their profile in terms of age. The table showed a significant difference among the different age groups.

The highest mean rank (MR) of 109.50 belonged to the 12-year-old group, followed by the 11-year-old group with an MR of 58.55, and the 10-year-old group with an MR of 33.43. The eta squared (η^2) value of .91 indicated a large effect size. Since the computed H value of 100.91 at $df = 2$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, proving a significant difference among the groups.

The indicator with the highest MR, which was the 12-year-old group, suggested that older learners experienced greater well-being promotion. This finding implied that age played a crucial role in the well-being of intermediate IP learners. Thus, interventions to support younger learners might be necessary.

The present study aligned with the findings of Alfaro et al. (2022), which emphasized the role of age in learners' overall well-being. Their study concluded that older learners exhibited better emotional regulation and social adaptability. Similarly, the current findings suggested that well-being promotion became more evident as learners matured.

4.5.2. Sex

Table 22

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Sex

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Male	80.38	.47 (Large)	25.05	1	.000	Reject H_{01} (Significant)
Female	48.89					

Table 22 presents the difference between the promotion of well-being of intermediate IP learners and their profile in terms of sex. The table showed a significant difference between male and female learners.

The highest mean rank (MR) of 80.38 belonged to the male learners, while the female learners had an MR of 48.89. The eta squared (η^2) value of .47 indicated a large effect size. Since the computed H value of 25.05 at $df = 1$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, confirming a significant difference between the groups.

The indicator with the highest MR, which was the male learners, suggested that they experienced greater well-being promotion than their female counterparts. This finding implied that male learners might have had more access to activities or support systems that enhanced their well-

being. Therefore, targeted interventions to improve the well-being of female learners might be necessary.

The present study supported the findings of Ghanim et al. (2021), which highlighted gender differences in well-being promotion. Their study found that male learners often engaged in more social and recreational activities, contributing to better well-being. Similarly, the current study suggested that male learners benefited more from well-being initiatives, requiring further research into female learners' needs.

4.5.3. Grade Level

Table 23

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Grade Level

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Grade 4	37.49	.66 (Large)	52.28	2	.000	Reject H_{01} (Significant)
Grade 5	56.09					
Grade 6	92.10					

Table 23 exhibits the difference between the promotion of well-being of intermediate IP learners and their profile in terms of grade level. The table showed a significant difference among Grade 4, Grade 5, and Grade 6 learners.

The highest mean rank (MR) of 92.10 belonged to the Grade 6 learners, followed by Grade 5 learners with an MR of 56.09, and Grade 4 learners with an MR of 37.49. The eta squared (η^2) value of .66 indicated a large effect size. Since the computed H value of 52.28 at $df = 2$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was the Grade 6 learners, suggested that they experienced the greatest well-being promotion. This finding implied that older learners, particularly those in the highest intermediate grade level, might have had more opportunities for personal growth and emotional support. Thus, lower-grade learners might require additional interventions to enhance their well-being.

The present study aligned with the findings of Khobe and Mukuna (2023), which emphasized the role of academic progression in learners' well-being. Their study revealed that higher-grade learners demonstrated better adaptability and resilience due to increased exposure to social and emotional learning experiences. Similarly, the current findings suggested that as learners advanced in grade levels, their well-being promotion became more pronounced.

4.5.4. Number of Siblings

Table 24

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Number of Siblings

Groups	MR	Eta squared (η^2)	H	df	p	Decision
1 sibling	86.93	.63 (Large)	47.90	3	.000	Reject H_{01} (Significant)
2 siblings	70.48					
3 siblings	36.77					
4 siblings	29.71					

Table 24 displays the difference between the promotion of well-being of intermediate IP learners and their profile in terms of the number of siblings. The table showed a significant difference among learners with varying numbers of siblings.

The highest mean rank (MR) of 86.93 belonged to learners with one sibling, followed by those with two siblings (MR = 70.48), three siblings (MR = 36.77), and four siblings (MR = 29.71). The eta squared (η^2) value of .63 indicated a large effect size. Since the computed H value of 47.90 at $df = 3$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was the learners with one sibling, suggested that they experienced the greatest well-being promotion. This finding implied that having fewer siblings might have allowed learners to receive more parental attention and resources that contributed to their well-being. Thus, learners with more siblings might need additional support to ensure their well-being.

The present study supported the findings of Mustafina et al. (2023), which explored the impact of family size on learners' emotional and social development. Their study revealed that learners from smaller families had better access to emotional support and educational opportunities. Similarly, the current findings suggested that a smaller number of siblings positively influenced the well-being of intermediate IP learners.

4.5.5. Monthly Family Income

Table 25

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Monthly Family Income

Groups	MR	Eta squared (η^2)	H	df	p	Decision
P19,999 and below	72.01	.36 (Large)	15.09	2	.001	Reject H_{01} (Significant)
P20,000 to P39,999	65.48					
P40,000 to P59,999	34.56					

Table 25 depicts the difference between the promotion of well-being of intermediate IP learners and their profile in terms of monthly family income. The table showed a significant difference among the different income groups.

The highest mean rank (MR) of 72.01 belonged to learners from families earning ₱19,999 and below, followed by those from families earning ₱20,000 to ₱39,999 with an MR of 65.48, and the lowest MR of 34.56 was recorded for learners from families earning ₱40,000 to ₱59,999. The eta squared (η^2) value of .36 indicated a large effect size. Since the computed H value of 15.09 at $df = 2$ had a p-value of .001, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was the learners from families earning ₱19,999 and below, suggested that they experienced the greatest well-being promotion. This finding implied that learners from lower-income families might have received more community and institutional support to enhance their well-being. Thus, interventions for learners from higher-income families should also be explored to understand their well-being needs.

The present study aligned with the findings of Erdem and Kaya (2021), which examined the relationship between socioeconomic status and learners' well-being. Their study revealed that learners from lower-income backgrounds often benefited from external support systems that

contributed to their emotional and social development. Similarly, the current findings suggested that financial constraints might have influenced the level of well-being promotion among intermediate IP learners.

4.5.6. Highest Educational Attainment of Home Learning Facilitator

Table 26

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Highest Educational Attainment of Home Learning Facilitator

Groups	MR	Eta squared (η^2)	H	df	P	Decision
Elementary Graduate	32.57	.58 (Large)	38.58	2	.000	Reject H_{01} (Significant)
High School Graduate	77.81					
College Graduate	38.78					

Table 26 portrays the difference between the promotion of well-being of intermediate IP learners and their profile in terms of the highest educational attainment of their home learning facilitator. The table showed a significant difference among learners based on their home learning facilitators' education levels.

The highest mean rank (MR) of 77.81 belonged to learners whose home learning facilitators were high school graduates, followed by those with college graduate facilitators (MR = 38.78) and elementary graduate facilitators (MR = 32.57). The eta squared (η^2) value of .58 indicated a large effect size. Since the computed H value of 38.58 at $df = 2$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was learners with high school graduate facilitators, suggested that they experienced the greatest well-being promotion. This finding implied that home learning facilitators with a high school education might have provided a balanced approach to academic and emotional support. Therefore, interventions should be designed to support learners whose facilitators had lower or higher educational attainment.

The present study aligned with the findings of Gandarillas et al. (2024), which examined the influence of parental education on learners' academic and emotional well-being. Their study revealed that facilitators with moderate educational backgrounds often engaged more actively in their children's learning and well-being. Similarly, the current findings suggested that the involvement of high school graduate facilitators contributed significantly to the well-being of intermediate IP learners.

4.5.7. Daily Study Hours at Home

Table 27

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Daily Study Hours at Home

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Less than 1.0 hour	72.17	.35 (Large)	14.57	2	.001	Reject H_{01} (Significant)
1.0 to 1.9 hours	65.60					
2.0 to 2.9 hours	36.11					

Table 27 represents the difference between the promotion of well-being of intermediate IP learners and their profile in terms of daily study hours at home. The table showed a significant difference among learners based on the time they spent studying at home.

The highest mean rank (MR) of 72.17 belonged to learners who studied for less than one hour daily, followed by those who studied for 1.0 to 1.9 hours (MR = 65.60), while the lowest MR of 36.11 was recorded for learners who studied for 2.0 to 2.9 hours. The eta squared (η^2) value of .35 indicated a large effect size. Since the computed H value of 14.57 at $df = 2$ had a p-value of .001, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was learners who studied for less than one hour daily, suggested that they experienced the greatest well-being promotion. This finding implied that shorter study durations might have allowed learners to engage in other activities that contributed to their overall well-being. Thus, interventions should be explored to balance study time and well-being promotion among learners.

The present study aligned with the findings of Dao and Sato (2021), which examined the relationship between study time and learners' emotional well-being. Their study revealed that excessive study hours often led to stress and reduced overall well-being. Similarly, the current findings suggested that learners who spent less time studying at home might have experienced better well-being due to a more balanced lifestyle.

4.5.8. Number of Personality Development Sessions Attended

Table 28

Difference Between the Promotion of Well-Being of Intermediate IP Learners and Their Profile in terms of Number of Personality Development Sessions Attended

Groups	MR	Eta squared (η^2)	H	df	p	Decision
None	37.26	.58 (Large)	37.97	2	.000	Reject H_{01} (Significant)
1 session	77.98					
2 sessions	34.56					

Table 28 highlights the difference between the promotion of well-being of intermediate IP learners and their profile in terms of the number of personality development sessions attended. The table showed a significant difference among learners based on their participation in these sessions.

The highest mean rank (MR) of 77.98 belonged to learners who attended one personality development session, followed by those who did not attend any session (MR = 37.26), while the lowest MR of 34.56 was recorded for learners who attended two sessions. The eta squared (η^2) value of .58 indicated a large effect size. Since the computed H value of 37.97 at $df = 2$ had a p-value of .000, the null hypothesis (H_{01}) was rejected, confirming a significant difference among the groups.

The indicator with the highest MR, which was learners who attended one session, suggested that attending a single personality development session contributed most to their well-being. This finding implied that a limited but meaningful engagement in such sessions might have provided learners with essential social and emotional skills. Therefore, structured interventions should focus on optimizing the number and quality of these sessions to maximize their benefits.

The present study aligned with the findings of Sharma (2024), which examined the impact of personality development programs on learners' emotional and social well-being. Their study revealed that moderate exposure to development programs was more effective than excessive

participation, which sometimes led to information overload. Similarly, the current findings suggested that a well-balanced approach to personality development sessions positively influenced intermediate IP learners' well-being.

4.6. Difference Between the Continuing Education of Intermediate IP Learners as Perceived by Themselves and Their Home Learning Facilitators

Table 29

Difference Between the Continuing Education of Intermediate IP Learners as Perceived by Themselves and Their Home Learning Facilitators

Groups	MR	U	W	Z	p	Decision
Continuing Education of Intermediate IP Learners *as Perceived by Themselves	41.84	853	1799	-.067	.946	Accept H ₀₂ (Not Significant)
*as Perceived by Home Reading Facilitators	42.18					

The results in Table 29 emphasizes the difference between the continuing education of intermediate IP learners as perceived by themselves and their home learning facilitators. The table showed that there was no significant difference between the two groups' perceptions.

The mean rank (MR) of the learners' perception was 41.84, while the home learning facilitators' perception had an MR of 42.18. The computed U-value was 853, and the W-value was 1799, with a z-score of -0.067 and a p-value of .946. Since the p-value exceeded the significance level, the null hypothesis (H₀₂) was accepted, indicating no significant difference between the two groups' perceptions.

Among the indicators, the perception of home learning facilitators obtained the highest MR of 42.18. This suggested that home learning facilitators slightly rated the continuing education of intermediate IP learners higher than the learners themselves. This finding highlighted the facilitators' optimistic view of learners' educational progress, which aligned with the present study's focus on learner support.

The present study's findings paralleled the research of Rahman et al. (2022), which also examined the alignment of perceptions between learners and educators. Their study concluded that external support systems influenced learners' self-assessment of their educational journey. Similarly, the current study reinforced the idea that home learning facilitators played a crucial role in shaping learners' perspectives on their continuing education.

4.7. Correlation Between the Promotion of Well-Being of Intermediate IP Learners and Their Continuing Education

Table 30

Correlation Between the Promotion of Well-Being of Intermediate IP Learners and Their Continuing Education

Dependent Variables	r	p	Interpretation	Decision
Accessibility	.99	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Relevance of Curriculum	.99	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Engagement and Motivation	.99	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Academic Progress	.99	.000	Positive Strong Correlation	Reject H ₀₃ (Significant)
Overall	.99	.000	Positive Strong Correlation	Reject H₀₃ (Significant)

Table 30 underscores the correlation between the promotion of well-being of intermediate IP learners and their continuing education. The results showed a strong positive correlation across all dependent variables, indicating a significant relationship.

The computed r-values for accessibility, relevance of curriculum, engagement and motivation, and academic progress all registered at .99, with a p-value of .000. This led to the interpretation of a positive strong correlation, thereby rejecting the null hypothesis (H₀₃) in all cases. The results suggested that the promotion of well-being significantly influenced the continuing education of intermediate IP learners.

Overall, the correlation coefficient ($r = .99$) and significance value ($p = .000$) confirmed a strong positive correlation between the promotion of well-being and learners' continuing education. The decision to reject the null hypothesis emphasized that ensuring well-being directly supported learners' persistence in education. This finding reinforced the significance of well-being programs in sustaining academic engagement among intermediate IP learners.

The present study aligned with the findings of Pethrick et al. (2021), which also established a strong link between student well-being and academic continuity. Their study concluded that well-being interventions played a crucial role in reducing dropout rates and improving learner outcomes. The consistency between both studies highlighted the necessity of integrating well-being initiatives into educational policies to ensure sustained learning engagement.

4.8: Correlation Between the Promotion of Well-Being of Intermediate IP Learners and Their Continuing Education as Perceived by Their Home Learning Facilitators

Table 31

Correlation Between the Promotion of well-Being of Intermediate IP Learners and Their Continuing Education as Perceived by Home Learning Facilitators

Dependent Variables	r	p	Interpretation	Decision
Accessibility	.03	.711	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Relevance of Curriculum	.03	.780	Positive Weak Correlation	Accept H ₀₄ (Not Significant)

Engagement and Motivation	.03	.709	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Academic Progress	.03	.724	Positive Weak Correlation	Accept H ₀₄ (Not Significant)
Overall	.04	.682	Positive Weak Correlation	Accept H₀₄ (Not Significant)

Table 31 reveals the correlation between the promotion of well-being of intermediate IP learners and their continuing education as perceived by home learning facilitators. The results revealed a weak positive correlation across all dependent variables, indicating minimal association.

The computed r-values for accessibility, relevance of curriculum, engagement and motivation, and academic progress all stood at .03, while the overall correlation was slightly higher at .04. The p-values ranged from .682 to .780, leading to the interpretation of a positive weak correlation. As a result, the null hypothesis (H₀₄) was accepted, indicating that the perceived promotion of well-being had no significant impact on learners' continuing education according to home learning facilitators.

Overall, the weak correlation ($r = .03$ to $.04$) and high p-values suggested that home learning facilitators did not strongly associate well-being promotion with educational continuity. The decision to accept the null hypothesis implied that facilitators might have had different perspectives on the factors influencing learners' persistence in education. This finding emphasized the gap between facilitators' perceptions and the actual strong correlation found in the previous table.

The present study contrasted with the findings of Bonilla et al. (2022), which reported a stronger correlation between home learning support and student educational continuity. Their study emphasized the critical role of facilitators in fostering motivation and engagement among learners. The discrepancy suggested the need for further investigation into how home facilitators perceive their role in promoting well-being and sustaining academic persistence.

4.9. An Enhanced Personality Development Program to Improve the Promotion of Well-Being of Intermediate IP Learners Through Continuing Education

A comprehensive education program will be implemented from April 2025 to April 2028 to support learners' holistic development by addressing academic readiness, gender disparities, resource limitations, and emotional well-being. Schools will introduce preparatory bridging programs, gender-sensitive learning environments, academic interventions, and group study sessions to enhance learning experiences and social interaction. Financial aid, home-based learning workshops, and structured study habit guidelines will be provided to ensure equitable access to educational resources and parental involvement. Indigenous cultural education, mental health programs, and personality development sessions will be integrated into the curriculum to promote self-confidence, cultural awareness, and emotional resilience. To sustain these initiatives, stakeholders—including teachers, parents, school administrators, and community leaders—will collaborate to secure funding, institutionalize successful programs, and refine strategies through research and data-driven assessments.

5. CONCLUSIONS

1. Intermediate IP learners were 10 years old, predominantly male, in Grade 6, had one sibling, belonged to families with an income of P19,999 or below, had a home learning coordinator who was a high school graduate, spent less than one hour studying at home, and had attended one training session on personality development.
2. Intermediate IP learners moderately fostered their well-being in terms of social support, cultural awareness, mental health, and emotional resilience.
3. The continuing education of intermediate IP learners was moderately effective in terms of accessibility, curriculum relevance, engagement and motivation, and academic progress.
4. The continuing education of intermediate IP learners, as perceived by home learning facilitators, was moderately effective in terms of accessibility, curriculum relevance, engagement and motivation, and academic progress.
5. A significant difference was observed in the promotion of well-being among intermediate IP learners based on their profile, including age, sex, grade level, number of siblings, monthly family income, highest educational attainment of the home learning facilitator, daily study hours at home, and the number of personality development sessions attended.
6. No significant difference was found in the perceptions of intermediate IP learners and their home learning facilitators regarding their continuing education.
7. A significant difference was observed between the promotion of well-being among intermediate IP learners and their continuing education; thus, the null hypothesis was rejected.
8. No significant difference was observed between the promotion of well-being among intermediate IP learners and their continuing education as perceived by their home learning facilitators; thus, the null hypothesis was accepted.
9. An enhanced personality development program was developed to improve the promotion of well-being among intermediate IP learners through continuing education.

6. RECOMMENDATIONS

1. Schools and educators should provide additional academic support and resources tailored to the specific demographic and learning needs of intermediate IP learners.
2. Programs should be designed to further enhance the well-being of intermediate IP learners by strengthening social support, cultural awareness, mental health, and emotional resilience.
3. The curriculum should be continuously evaluated and improved to ensure its accessibility, relevance, and effectiveness in fostering engagement, motivation, and academic progress among intermediate IP learners.
4. Home learning facilitators should be provided with training and resources to better support the accessibility, relevance, engagement, and academic progress of intermediate IP learners.
5. Schools and policymakers should consider learners' profiles when designing programs that promote well-being, ensuring that interventions address factors such as age, sex, family background, and study habits.
6. Educators and home learning facilitators should collaborate to bridge any gaps in perception regarding the effectiveness of continuing education for intermediate IP learners.
7. Schools and community organizations should integrate well-being initiatives into continuing education programs to maximize their positive impact on learners' overall development.

8. Home learning facilitators should be encouraged to actively support initiatives that promote both well-being and continuing education to ensure a more holistic learning experience for intermediate IP learners.

9. Educational institutions should implement the enhanced personality development program to strengthen the well-being of intermediate IP learners through continuous education.

10. Further studies on the promotion of well-being and continuous education should be conducted to explore additional strategies and interventions that can enhance the holistic development of intermediate IP learners.

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