

Cultivating Purpose Amid Apathy: A Phenomenological Study of Values Education Teachers

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ABSTRACT

This qualitative study explores the lived experiences of Values Education teachers on academic apathy from different schools in the division of Davao City. The study duels in the three main objectives: the lived experiences of Values Education teachers on academic apathy, the mechanism of coping with the challenges in dealing with academic apathy, and the insights and recommendations they can give in the academe and community in addressing academic apathy. Using the thematic analysis, the research identified key themes. In the lived experiences of the participants, it was revealed, manifestation of student disengagement among learners' superficial student engagement, avoidance from active classroom engagement, disruptive inattentions and emotional toll of disengagement. In mechanisms of coping with academic apathy, the themes emerged were using interactive and engaging strategies, interactive peer-based learning, fostering a supportive learning environment, collaborating with colleagues, and commitment to lifelong professional development. Lastly, for the insights and recommendations from the participants, the key points that appeared were strengthening school community support, empowering student success through supportive home environments, transforming education through student-centered and values-based practices, and building inclusive partnerships for school success. These key findings are vital tools for the solution to the problem of academic apathy that slowly destroys education.

Keywords: Education, Values Education, academic apathy, phenomenology, Philippines.

INTRODUCTION

Academic apathy, according to Bosserman (2018), refers to a lack of interest, amotivation, or engagement in academic activities, such as studying, attending classes, completing assignments, or participating in extracurricular activities. It can be manifested as indifference, disinterest, or resignation towards one's academic responsibilities and goals. Globally, academic apathy is a concern or perhaps threat to education, it affects the learning engagement in the classroom and eventually the academic performance of the learners. According to Werikhe et al. (2016), in Uganda, 60% of the students' early education is leaning towards rigid parental and school control which were the reason why students do not attend lectures regularly, miss their course work tests, do not meet deadlines in academic requirements, even come to school in drunken state, and some drop out just because of laziness and lack of concentration. Based on the study of Werikhe et al. (2016), in Uganda, the caused of academic apathy was rote centered pedagogy of learning which suffocates personal initiative and motivation of learners.

More so, the education sector and policy makers have seen every harm that the academic apathy imposed. The problematic issue came out from different aspects according to Rijal (2024) in his phenomenological study in Nepal, academic apathy was labelled into three types namely personal, external and pedagogical factors. First, personal because the failure and success of the student depend on the mental state of the learner. Secondly, external because it comes from the peer influence of the student, and third, pedagogical factors because it is caused by educational practices. Moreover, the source of academic apathy is brought by different factors, it was enumerated into lacking conducive academic culture, conventional practices, personality traits, traumatic feelings, low self-determination and self-efficacy, and peer influence. On the other hand, according to Evans (2023), academic apathy is brought by the learners' experience of isolation and mental health challenges which

drives them away from performing school tasks. Based on the study of Santos and Torres (2019), academic apathy is related with various concerns, including disparity of socioeconomic aspect, lacking in motivation, and disinterest in the topic.

As a result of the problematic issue, academic apathy would raise a threat to decline of academic performance of the learners as it will result in poor accomplishments which will potentially affect future opportunities. For instance, students will tend to drop out of school if they suffer from mental health challenges like the fear of bullying or family problems. Bustamante et al. (2023), emphasizes the negative impact of any form of bullying like cyberbullying, verbal and physical bullying, in the well-being of the learners which can be manifested in social interactions and focus of the students. It will increase the rate of the school dropout. As to isolation, students who are isolated from their peers will experience academic apathy because it creates boredom and feel disconnected which will affect the social needs of the students. It will rob them from having the opportunity to develop their social skills like collaboration, cooperation, and communication.

As to the pedagogical style of teaching, students who are too exposed to teacher-centered and rote-centered teaching will experience academic apathy. This kind of learning experience hinders the progress of the learners' essential skills like critical thinking, problem solving, and communication which are necessary for their professional and personal growth. Moreover, there are also causes of disruption of the class due to students who are not engaged in the class which eventually lower participation in the classroom which causes some of the students to sleep, play games on the cellphone and others will skip the class because of boredom. Deci and Ryan (2020) emphasized the importance of the psychological needs of the human person to be attended to, for them to be engaged in something they wanted to be done, these needs were autonomy, relatedness, and competence. In the long run, apathy affects the future of the country as it develops people who are under-skilled and underprepared who will become the workforce of the country.

In the study of Ahmad, S. et al (2018), academic apathy is one of factors of risk-taking- behavior. It was a clear manifestation of personal problems which can change the moral compass of the person and their ability to make good decisions in life, this may also cause indifference and misbehavior in school. Moreover, this is caused by poor parental support in the learners. Frustration and despair were another contributory element of academic apathy. Many situations happened in the classroom wherein teachers experienced a revelation from their learners some sort of sentiments of annoyance, helplessness with regards to their academic status and future aspirations, a clear sign of serious emotional issues which may be linked to academic apathy. This is explained by Wang (2021), who stated that frustration and despair were the contributory factors of academic apathy of students especially when they are overwhelmed by academic challenges. When there is too much academic pressure, it could result in academic apathy.

There were previous studies regarding academic apathy that were contextualized in the students' perspectives and situated in other countries. However, this study focused on the context of the lived experiences of Values Education teachers in addressing academic apathy in the division of Davao City. It explored the coping mechanisms on the challenges and what are the insights of the Values Education teacher on how to handle the problematic issue of academic apathy.

The study would support educators, parents, and administrators in shaping students for a brighter future by fostering personal development, responsibility, and self-discipline. It aimed to strengthen emotional intelligence by encouraging the proper management of emotions and relationships. Through insights from Values Education teachers, negative behaviors can be minimized by emphasizing core values. Additionally, it sought to enhance social interactions within the classroom and school, extending positive influence beyond the educational setting into the community. By promoting inner peace, students would be better equipped to handle stress and emotional challenges. Ultimately, this study would instill a sense of purpose and direction in learners, guiding their decisions and actions through values education.

The results of this research study would be published for further reference and basis for further studies. The findings would be disseminated across schools, clusters, and divisions for further examination and reference. Additionally, they would be published in peer-reviewed research journals, contributing to the broader academic discussion on Values Education. It was shared and disseminated to different stakeholders such as

administrators, teachers, parents, and communities of the school through various forums like LAC sessions, PTA assemblies, and seminars with the hope that it will help the progress of the school community.

Purpose of the Study

The objective of this qualitative study was to explore the Values Education teachers' understanding of the perception and strategies in inculcating spiritual and moral values for addressing academic apathy of learners. Using in-depth interviews (IDI) and focus group discussions (FGD), I examined and delved into the different experiences of the participants on academic apathy who are purposely selected in this study.

Research Questions

1. What are the lived experiences of Values Education teachers on academic apathy?
2. How do Values Education teachers cope with the challenges in addressing academic apathy?
3. What are the insights of Values Education teachers to the academe and community?

Theoretical Lens

The study is seen through the lens Self-Determination Theory or SDT of (Deci & Ryan, 2020). The theoretical idea asserted that the driving force that pushes people for success was to satisfy their fundamental psychological needs for autonomy, relatedness, and competence. It suggests that if these needs are supported, it fostered greater intrinsic motivation, self-regulation, and psychological well-being, oppositely if these needs were not met, it led to diminished motivation and well-being. Values education teachers used this theory to illuminate the underlying root cause of academic indifference.

Utilization of this theory may give probability to amplify the inner motivation of the students as well as lessen academic apathy brought by creating atmosphere that fosters autonomy. It shed light on students to have beliefs in themselves, their good sense of choice and freedom of regulating their learning experiences. For instance, they feel competent and engaged when they are given tasks, assignments, constructive criticism, and recognition towards their accomplishments. This must be cultivated by the teachers through established positive relationships with their learners. Evidently, this can foster teachers' support for every need of their students. As a result, the student may feel a sense of belonging and connectedness, reducing the feeling of classroom disengagement.

Importance of the Study

The significance of investigating apathy in education through spiritual and moral inculcation is an important part of finding the proper solution to the problem. The findings of this study benefited the whole stakeholders of the academe such as the teachers, students, parents, administrators, policy makers, and communities. By examining the absence of interest among learners, the teachers able to find ways and means on how to increase the intrinsic motivation and improve their engagement in her class.

For parents they may be able to improve on how to support their children and increase parental guidance. For school administrators this will be provided data to make plans and programs for intervention for academic apathy such as counselling for students and teacher training. For policy makers, this study will be given insights which were evidence-based that can be the basis to initiate policies such as issues relevant to curriculum that cause academic apathy. For the communities, they will be encouraged to have more participation in school and foster a sense of shared responsibilities which resulted in a higher graduation rate and produce good quality students.

Consequently, our learners benefited from the efforts of the stakeholders. Learners eventually became more responsible and self-disciplined, there was an enhancement of emotional intelligence, reduction of negative behaviors, improve social interaction, promotes inner peace, and foster a sense of purpose and meaning in life.

Delimitation and Limitation of the Study

The boundary which was set in this study focused only on the participants of Elementary and Junior High School Values Education teachers who had three years and above experience in teaching the subject matter. The study was conducted in public schools.

The limitation was set because of the method of purposive sampling. The collection of information would depend on what is the comfortable way of extracting the data that the participants wanted. The information drawn depends also on the availability of the resources and the participants who are willing to be involved. The result of this study would impose subjectivity within the understanding and perspective of the individual interviewed so therefore it cannot be generalized that it is true to all areas within the Philippines. There could be some factors of academic apathy that are not present in the scope of the study.

Definition of Terms

Academic apathy- refers to a lack of interest, motivation, or engagement in academic activities, such as studying, attending classes, completing assignments, or participating in extracurricular activities. It can manifest as indifference, disinterest, or resignation towards one's academic responsibilities and goals.

Lived experiences- refers to the firsthand, personal encounter and events that individuals go through in shaping their understanding, emotion and perceptions.

Values Education Teachers- refers to the educators who help students develop moral reasoning, empathy and a strong sense of right and wrong.

Review of Related Literature

Presented in this section were the related literatures on academic apathy and explores the experiences of the teachers, coping mechanisms, and insights. The discussion of the related literature aimed to essentially support the discussions of the results of study.

Based on related studies, teachers commonly experienced signs and manifestations of indifference such as lack of interest, motivation and enthusiasm for learning. It was seen in the act of questioning the relevance of what they are learning, external pressure that creates anxiety, lack of autonomy, monotony in repetitive teaching methods and routinary assignments, and lack of engagement according to the article on Mitmunk, Addressing Student Apathy: Reigniting a Passion for Learning (2020). There were cases where students get bored because they want something or need something which was not met or attended at school, which eventually becomes one of the reasons for academic apathy. The lack of engagement in school activities such as lack of participation in group projects, performance task of the subjects, incomplete assignment, and avoidance of challenges which consequently resulted in the decline of grades. According to West (2025), the manifested behavior of academic apathy is seen as the following low communication skills, isolation, low confidence, and disengagement in the classroom. The problem of absenteeism, habitual tardiness, and disinterest in learning processes are expressions of the problem of educational apathy. While Kaur (2024), stressed that classroom distraction is one of the challenges in modern education affecting the academic performance and other cognitive processes of the students. He added that classroom distraction sprouted from three sources including digital technology, environmental factors, and psychological influences. Moreover, the negative attitudes shown by learners towards their classmates and even teachers are signs of the problem of apathy. Additionally, Beaumont et. al (2023), showed that students who were able to regulate their emotions by managing their classroom experiences successfully are more likely to pursue their academic goal. In the same way, Tan and Prihadi (2022), stipulated that the fear of the students affects the performances task and other classroom responsibility, students tend to procrastinate or delay the task given to them. Furthermore, Chishiba and Mukuka (2024), explained that among the communication barriers experienced by students were nervousness related to public speaking, writing essays, taking down notes, even active listening which impaired the academic performance and participation in the class. It was also emphasized by Kalantar (2024) that shyness of the students was brought by their battle of negative emotions such as embarrassment, anxiety, low self-

confidence, fear of making mistakes, fear of being judged. On the other hand, Kaur (2024) expounded that the sources of classroom distraction were digital technologies, environmental factors, and psychological influences. These affect the academic journey of students and their ability to concentrate. Moreover, Limniou, M. (2021), students who used digital device only once during lecture time were likely to get better academic results because they were less distracted from gadgets. Lastly, based on Evans (2023), academic apathy is brought by the learners' experience of isolation and mental health challenges which drive them away from performing school tasks.

According to Ryan and Deci (2020), the first line of defense against academic apathy is relevance and involvement. They point out that the curriculum must be revised, making it interesting and relevant for students. This can be done through incorporation of hands-on activities and experiences from real-life. This provided interactive learning experiences because students actively engaged which promotes collaboration, creativity and love for learning, a positive classroom climate is created in the meaning experience of students. Students can be assisted with real world experience through community service as part of their objectives. Like for an instance, we promote the values of love and respect for nature by engaging in clean up drive to their respective communities or by conducting tree planting within the community where they lived. This enhanced the learner's ability to get along with others and become a good citizen. Application of the theoretical knowledge to actual situations or difficulties and solving environmental challenges in the community will motivate them to plan and carry out social experiments. The students can imitate actual situations by portraying somebody in a role-play. Like for an example, they may act like in a situation that portrays preserving and valuing the dignity of a person, in this manner, they exercised their skills in critical thinking and communicating. In another way, they may experience practical implications of their education through a talk given by professionals which are experts in different fields of expertise, this may motivate them to pursue related careers. The students were reminded of their purpose and existence in this world. According to the article Holistic Education for Future (2025), life skills must be integrated to curriculum, one of these skills is the Social- Emotional Learning (SEL) which helps the students develop self-awareness, empathy, and conflict-resolution skills which eventually enhance the capabilities both emotional and interpersonal. Kong, Y. (2021), expresses that experiential learning improves motivation and participation by centering education on real-world experiences and students' autonomy.

Meeting the needs of the students is another way of resolving the issue of academic apathy. Students find some enthusiasm in the subject matter if they like it. This is the reason why the teacher should know and accommodate the needs of the students and plan for a differentiated learning style. According to Harper and Milman (2021), it was the priority of the educator to create a learning environment which is supportive, inclusive, and conducive for learners' participation and motivation if they are going to address the diverse needs, interests, and backgrounds of the students. Teachers must encourage their students to make them feel relevant, meaningful, and safe; these are the needs that need to be met. The lesson plan and other instructional resources content should include implications of culture, different viewpoints and voices which provide opportunities for students to share their experiences and perceptions with their peers and groups. This approach caters for the diverse learning styles of students. Based on the recent study of Prananto et al, (2025), to enhance learners' engagement and learning success, the level of teacher support must be essentially provided, internal elements like self-efficacy, psychological necessity, and motivation, and external elements like learning environment and positives relationships are keys mediators. This can only be realized if teachers and parents spend some time of knowing the student's unique needs, interests and backgrounds. This kind of technique allows the teachers to instill in the students the spiritual and moral values of support and care. Students learn about the sense of belonging, trust, and respect. Allow the learners to participate and collaborate with their classmates by putting them in a flexible grouping technique for those who share the same interests or academic requirements, this will provide them with a chance to connect with and learn from their peers. Meanwhile for Sarkar and Chakraborty (2024), they shared that the effectiveness of gamification, collaborative learning, and personalized instruction in promotion of active learning and sustaining interest of the learners. Munna and Kalam (2021) also affirmed the findings, they said using practical knowledge impartation mechanisms such as gamification, collaborative and peer learning would improve the cognitive, learning, and emotional behavior of students; thus, boosting the engagement level. Salavacion and Satojito (2025), expressed that the innovative strategies of the teachers have a significant influence on the learners' outcomes.

Another way of solving the problem of indifference is giving the students the voice and choice of the students, the opportunity to speak and choose. The values of respect, empowerment, responsibility, inclusivity, and collaboration are instilled in learners in this process. The learners will be empowered if you give them voice and choice, it was suggested by Kohn (2021) that teachers must allow their learners some participation in the process of making decisions, feedbacking and allow them to choose pertaining to their projects and assignments, this would reduce the feeling of apathy, foster intrinsic motivation, and develops sense of ownership in their education. Deci and Ryan (2020) added, if we enable autonomy and self-determination to students by providing them opportunities, students will learn classroom engagement deeply which will lead to the decrease of academic indifference. The project-based task is an approach wherein the students can learn how to plan project schedules, dividing assignments, and making presentation styles which will give them control in the learning process and results. Allowing them to speak and express their ideas and feelings about related topics and issues could also help reduce apathy. Based on Han (2021) feedbacking, scaffolding, and active learning strategies positively associated with students' engagement. Creating a voice council or committees of students in the classroom or school forming forum gives the students the tools to be involved in progress which may impact the school community.

Community involvement resolves academic apathy. Kebritchi et al (2023), added that educators can explore new styles by incorporating interactive and experiential learning experiences which lead to engaging and relevant eventually captures the interest and motivation of the students, thereby reducing the problem of academic apathy. Collaborating with groups like families and different organizations are strategies exemplifying community involvement. There will be activities in this situation wherein chances for hands-on training, mentorship initiatives, and career exploration are possible. According to Epstein (2023), the sense of belonging and purpose can be provided in community involvement because it promotes connectedness between students, schools, and communities. Through this exposure they can take part in outreach activities to spread knowledge and encourage change constructively by writing educational materials and leading lectures and seminars. They will contribute to changing their communities, for instance the solution for climate change is to plant more trees by sharing their knowledge and skills. Moreover, students can form partnerships with nearby communities or associations to get access to experiential learning opportunities which will give them new insights, practical experience, and job opportunities. They can otherwise promote civic engagement, curiosity and inquiry in interviewing to gain information needed in learning. Although, Maizano (2021), stressed that collaboration between parents and teachers enhances shared responsibility, social and academic growth. Likewise, Ahmad et al (2024) said that academic achievement of students is greatly impacted by parental involvement in their studies such as supporting a good attitude towards learning, assisting with homework, and attending parent-teacher conferences. Subsequently, Esteban (2024), revealed that there is a significant relationship between academic performance and parental involvement, thus proposed a program that targets the challenges of parents and teachers, fostering positive attitude towards involvement of students' academic performance. Furthermore, Escol and Alcapora (2024), demonstrated the significant relationship between parental involvement and learners' academic performance by continued assistance of parents at home, talking to teachers and being involved in the education of their children. Learning outcomes can be significantly impacted by family involvement due to strong ties between parents and teachers which will establish norms and expectations in supporting the learning of the students (Labarentos, 2024). Lastly, Minj (2017), also added that for the students to reach academic achievement, there is a need for participation and involvement in educational process by the parents.

Positive reinforcement is another way of minimizing the issue of indifference in the classroom. The teachers can give positive feedback, acknowledge the accomplishments, and effort of the students. The practice of this positive reinforcement can motivate, encourage and help the students build their confidence and self-esteem. Positive reinforcement, if properly used in the classroom, will foster an admirable quality from all the learners in the classroom. However, for it to become an effective technique in the classroom the teacher must know the needs of the students (Senados, J. N. P. (2023). Attending to the diverse needs of the students is one of the means to address academic apathy, therefore it is important for the teachers to have a bucket list of information about their students for them to have enough knowledge of the learners' interest. According to De Leon (2025), positive reinforcement is a powerful tool for improving students' behavior and engagement, including verbal praise, gestures, and tangible rewards. Even a simple appreciation of the hard work done by the students could

boost their confidence and relieve them from exhaustion. This type of strategy will encourage students to do more and push themselves to aim high. They will be motivated extrinsically to try harder, because they know that at the end of the day they will be appreciated and rewarded for the effort they have made and shown inside the classroom.

Another effective means of handling academic apathy is creating a positive learning environment for students. Fredricks and Eccles (2022), put emphasis on the relationship between academic indifference and classroom environment, they further stress that teachers must have a clear understanding in creating a supportive learning climate that possesses positive relationships, belongingness, and emotional well-being of the students. This is done by promoting an inclusive atmosphere which is warm and accepting where learners feel appreciated, respected, and connected to teachers and peers. For instance, there must be an inspirational technique that centers on the students to cater their individual needs, interests, and motivations. Potentially, it has an impact on classroom participation because it enables a more engaged and purpose-driven learning environment. To allay the tensions inside the perplexed head of the students an environment with no discrimination and bullying will fit in with conducive learning for them. According to Gay (2018), all students feel valued and respected if the education practices were inclusive in which it values diversity, promote equity, and honor the identity, and backgrounds. This will create a supportive environment for students that reduces indifference. For example, each day you welcome the students by calling them by name, expressing real interest, concern, and sincerity. Knowing them personally, passions, interests and even worries by building a rapport with them on a personal level through discussion, inquiry, and demonstrating compassion and understanding. In this manner, teachers will earn their trust, promote a feeling of unity and sense of belonging because of the established warm, accepting and inclusive learning atmosphere for the students. This strategy will minimize tardiness, absenteeism, and aloofness, thus avoiding discrimination among learners subsequently.

Additionally, the related literature highlights academic apathy as a growing concern in education, characterized by students' lack of interest, motivation, and engagement, often manifesting as absenteeism, tardiness, and poor academic performance. Explored by Martinez and Wighting (2023), the possibility of building a supportive classroom environment, their study showed that it depends on the relationship between the teacher and students. Teachers play a crucial role in addressing this issue through strategies such as making learning relevant and interactive, meeting diverse student needs, and incorporating real-world experiences. Emphasizing student voice and choice fosters autonomy, while community involvement and hands-on projects promote purpose and connection. Positive reinforcement and inclusive classroom environments further boost confidence, belonging, and engagement. Ultimately, addressing academic apathy requires a holistic, student-centered approach grounded in empathy, relevance, and collaboration. Zhou (2021) expounded, that academic engagement was fostered through the soundness of teacher- students rapport, educators should display proper interpersonal behaviors towards their learners to establish close relationship with learners

Teacher training and support is one way of addressing the indifference of the student. Professional development opens opportunities for teachers to increase their instructional approaches and classroom management skills. Teacher training provides educators with the knowledge and skills to implement effective instructional strategies that promote student engagement and motivation, thereby reducing apathy (Hattie, 2020). To help teachers in creating a positive and supportive classroom environment they must undergo training and must be supported where students feel valued, respected, and motivated to participate in learning activities, for them to combat apathy (Darling-Hammond, 2021). Teachers are better prepared to identify the signs of apathy among the students through the training and support they received, and they can implement teaching practices that address the individual needs and interest of the students and fosters engagement (Marzano, 2022). Furthermore, the teacher's needs and well-being must also be attended to and addressed. Providing opportunities for professional development, collaboration, and autonomy can help reinvigorate teachers' passion for teaching and combat apathy (Darling-Hammond, 2017). If there is such a thing as students' apathy, there is also what they call teachers' apathy. Teachers' apathy may stem from burnout, overwhelming workload, lack of support, or disillusionment with the education system. Addressing these factors requires systemic changes and support structures within schools (Skaalvik&Skaalvik, 2018). Encouraging self-reflection, providing mentoring and support, and fostering a sense of purpose and efficacy can help mitigate apathy among educators (Ryan & Deci, 2000). Based on Albrecht, J. (2025), who cited Stones and Glazzard (2020), to invest in the mental health of the student, one must invest first in the mental

health of the teachers, teachers who are mentally well are better equipped to support students and flourish in the classroom. On the other hand, Rabeje, (2025) found a strong connection between professional development of teachers, such as training, seminars, advanced education, and improvements in classroom management and student engagement. Furthermore, Casilao (2024) highlighted professional development significantly influence learner engagement, thus it was recommended that school heads must facilitate and encourage teachers to participate in training, workshops and seminars.

Moreover, curriculum and programs were also considered when addressing the issue of academic apathy. According to Ross-Holmes (2022), the importance of a meaningful equitable curriculum to meet student needs for relatedness and address disengagement. In the same way, Pickeral (2025) said that pedagogy should foster connections, address real-life problems, equip students with skills, recognize significant emotional attachments, and balance methods. Meanwhile, supporting peer-tutoring is an effective and sustainable solution for productivity problems among learners (Arco-Tirado et. al 2020). Similarly, Tate (2025) shared thoughts about the benefits of personalized learning strategies considering the students strengths, knowledge, needs, interests, individual differences, and learning styles. Additionally, Murry et. al (2021) described that strong relationships between school and community help address challenges in certain aspects like students' achievement, basic family needs, mental and physical health, and well-being. Finally, Mcharo and Wandela (2024) also revealed that project-based assessment elevates the level of creativity of the students especially those who frequently engage in project- based tasks. Likewise, Ong et al. (2025) agreed that open forum or open dialogue promotes closer relationships between learners, school, and parents.

Organization of the Study

The first chapter started with the introduction wherein the background, purpose, research question, theoretical lens, importance of the study, delimitation and limitation, definition of terms, review of the related literature was presented and discussed. In the background of the study provided information about the problematic issue of academic apathy. It was defined in that part the meaning and nature of academic apathy as how it became a main concern of the academic community. The phenomenon was supported by the various related literature both in the international, national and the local level. It was also at this portion where the gap of the study was presented.

The second chapter presented the methodology used in this research. This chapter explained the nature of the methods and ways and means of acquiring and collecting the data. The participants were also presented in this chapter as to how they were selected, why they were chosen and the processes of being selected. Data sources are also tackled in this part, the IDI and FGD and the procedures of the questioning of the participant. The data analysis was also done as part of this chapter and most of all the requirements of trustworthiness of the study were presented in this portion such as credibility, dependability, transferability, confirmability, data privacy and confidentiality of the information.

In the third chapter, there was in-depth and detailed discussion of the data collected. It presented the results and data to be analyzed thoroughly. I employed code to maintain the security and confidentiality of the identity of the participants. The data extracted were categorized into different themes and subjected to interpretation, I expound the meaning of the data collected based on the theoretical lens anchored in the study.

Finally, in the fourth chapter, I will construct my conclusion based on the result and discussion of the study of the different experiences of the Values Education teachers in addressing academic apathy. It will be part of the study wherein the essential content of the research is seen which would benefit the stakeholders such as teachers, parents, school administrators, policies makers, and communities.

METHODOLOGY

The study used a qualitative research method particularly a phenomenological research design. The research introduced the following research design which described the method of study, research participants to be selected, the procedures of data collection, the process of analyzing the collected data, the trustworthiness of the study (credibility, transferability, dependability, confirmability), the role of the researcher in conducting the

study, and the ethical considerations which includes social value, informed consent, vulnerability of the research participants, risk, benefits and safety, privacy and confidentiality of the information, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement.

Research Design

In this study, I used the phenomenological qualitative research method, designed to explore the lived experiences of individuals to understand a specific phenomenal event. It emphasized a personal narrative and reflective account of events. Furthermore, according to Creswell (2018), qualitative research is an investigation of a social or human issue through a variety of methodological traditions of inquiry to process some knowledge. He added that researchers perform the study in a natural situation, constructing a rich and holistic picture of the issue, analyzing language, and reports in-depth perspective from informants. This was why I employed qualitative research methods because it enables me to investigate the complex ways in which Values Education teachers interpreted and reacted to students' apathy by providing a thorough investigation of the problematic issue. In this study, I chose to use phenomenological qualitative research methods since this was an exploration of the different lived experiences and understandings of Values Education teachers on how to handle academic apathy. The complexity of academic apathy, I believe, will be addressed in the best way through clear understanding of the problem which the teachers have the firsthand experience of the issue and therefore an in-depth study is necessary. Focus groups and in-depth interviews were two examples of qualitative methods that I used to gather rich and detailed data that captures participant opinions, experiences, and narratives. This wealth of information is crucial for me in developing a thorough grasp of the attitudes, practices, and perceptions of Values Education educators on student disinterest.

In the context of this study, qualitative design provides me with flexibility to explore a wide range of factors influencing student apathy and teachers' responses without imposing prior assumptions. Through this method, I was able to comprehend the phenomena with the natural surroundings and learn about the contextual elements, such as school culture, classroom dynamics, and instructional approaches that influenced the Values Education teachers experiencing the issue of academic apathy.

Research Participants

This study employed purposive sampling to select participants who can provide rich and meaningful insights into the phenomenon under investigation. According to Patton (2015), purposive sampling allows the researcher to intentionally choose participants who possess specific traits and life experiences relevant to the research topic, thereby enhancing the richness and usefulness of the data collected. A total of 17 participants will be involved, consisting of 7 participants for the focus group discussion (FGD) and 10 participants for the in-depth interview (IDI).

In addition, the study used snowball sampling to identify participants who may be difficult to reach. Ting et al. (2025) explained that snowball sampling was effective in resolving issues of accessibility by asking initial participants to refer others who meet the inclusion criteria. This method expands the study sample and fosters participation through social connections.

To maintain clarity in scope and limitations, the study applied specific inclusion and exclusion criteria. The participants were not part of a vulnerable population since they are practicing public school teachers, both at the elementary and junior high school levels. Specifically, the participants must be teachers of Edukasyon sa Pagpapakatao/Values Education in junior high school or Good Manners and Right Conduct (GMRC) in elementary school, with at least three years of teaching experience. This requirement ensures that they have accumulated substantial experience in handling the subject matter. Conversely, teachers from private schools and public-school teachers with less than three years of teaching experience will be excluded from study.

Moreover, the participants in this study have the full right to withdraw their participation at any stage of the research without facing any form of penalty or disadvantage. Their decision to discontinue, whether during the focus group discussion, in-depth interview, or at any point, thereafter, will be fully respected by the researcher. Withdrawal will not affect their professional standing, personal relationships, or any benefits to which they are

entitled. This assurance upholds the principle of voluntary participation and ensures that the dignity, autonomy, and well-being of the participants were safeguarded throughout the research process.

Data Sources

In this phenomenological research study, I utilized the process of interview. As asserted by Barrazacarlos (2025), the most particular valuable element to take note in research is the interview because it gives us a deep understanding of the context, experiences, and motivations of the interviewee. Taherdoost (2021), also emphasizes that selection of the right data sources is critical to the success of any research project. In-depth Interview (IDI) was conducted as the primary source gathered from the Values Education teachers of my study. The field notes which I obtained serve as sources of information in this study. I provided open-ended questions validated by experts to be attached in the appendices section of this paper. This open-ended question used in in-depth interviews to dig into the lived experiences, perceptions, personal perspectives, understanding, and insights of the Values Education teacher which enable me to explore deeply into educational journey investigating academic apathy. The same questions were asked in the focus group discussion to render more validated data from the participants in the study. To complement the IDI, I also conducted a focus group discussion (FGD) to assure me of gaining collective and invaluable details from the Values Education teachers. Both methods, in-depth interview and focus group discussion, will grant me a comprehensive data source from my participants, the Values Education teachers, in exploring their experiences on addressing academic apathy. However, if participants refuse to engage both in IDI and FGD, a different platform will be given to them like written online platform. This will include Facebook messenger, email, and google forms.

Data Collection

As part of the preliminary steps in data collection, I secured permission from the Graduate School Dean of the University of the Immaculate Conception (UIC) to conduct the study. To ensure adherence to ethical standards, I obtained ethical clearance from the University of the Immaculate Conception–Research Ethics Committee (UIC-REC). The permissions and clearances established the validity and ethical soundness of the study, thereby fostering trust and openness among the Values Education teacher participants. In addition, I requested authorization from the Division Superintendent of Davao City and from school principals to conduct interviews with their respective teachers.

Once the necessary approvals are granted, I formally communicated with the selected participants. A letter of invitation was provided, stating the objectives, goals, nature, and purpose of the study, as well as its possible effects. I oriented the participants regarding the research, explaining its purpose, benefits, and ethical safeguards. They were required to read and sign the Informed Consent Form (ICF), which emphasized that their participation is entirely voluntary and that they may withdraw at any time without consequence. The interviews conducted with an estimated duration of 45–60 minutes. The interview guide and informed consent form was written in English to ensure clarity. Prior to the formal data gathering, I validated the research questions and guide questions with the teacher participants.

The possible risks or discomforts that participants may experience during the interview include mild stress or uneasiness when recalling their experiences in addressing academic apathy as teachers. To mitigate these, the researcher created a supportive environment, assure confidentiality, allow participants to skip questions they were uncomfortable with, and remind them of their right to withdraw at any time without penalty. Checking the data gathered before data analysis to allow participants to review, validate, and clarify their responses. This process ensures that they can raise concerns regarding confidentiality or potentially identifying information, thereby safeguarding their privacy and the integrity of the data.

To protect participants' rights and privacy, I strictly adhered to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Personal information such as names, addresses, profiles, and school affiliations will not be disclosed. Instead, codes were used in the narratives and interviews. All data and records remained confidential, used solely for the purpose of this study, and stored securely to prevent unauthorized access. By carefully considering risks, benefits, and safety, I aimed to create an ethical and responsible research

environment that protects participants while ensuring that their contributions meaningfully address the objectives and research questions.

Data Analysis

In analyzing the data from the experiences, coping mechanisms, and insights of the Values Education teachers, I used the thematic analysis of Braun and Clark (2006). To guarantee the validity of the study, I followed the methodological steps of the thematic analysis. I also employed the suggestions of Vanover et al. (2023) about the use of coding, categorizing, and interpreting strategies, additionally he encouraged researchers to engage deeply with data to uncover themes, patterns, and insights. First, I organized and prepared the data from the participants, this includes sorting the data from the Values Education teachers into different types. The next step was reading through all the data from the experiences, understanding, the coping mechanisms and insights from all the participants. I got all the general information and reflected on the meaning of it. The next step was coding of data. In this step, I organized the data into segments of text before bringing out the meaning of the information. Afterwards, I generated themes from the organized set of data which were used in the next step which was the interpretations of the meaning of the descriptions. It included comparing findings from the participants with the existing related literature used in the study. Conclusions can also be drawn here and making sense of the data of experiences. Finally, I made a narrative to present the findings which may include tables to illustrate the study.

Trustworthiness of the Study

To have reliable study, it was important to emphasize the trustworthiness of the study. Based upon the criteria of trustworthiness set by Lincoln and Guba (1985), as believed by Creswell, a study must have credibility, transferability, dependability, and confirmability.

Credibility. Ensuring the credibility of my study, I performed the precise steps of the strategy such as having a prolonged engagement to the participant by spending much time for them to understand the objectives of the study. I closely observed and analyzed the participants as to what kind of environment and background they have. I employed triangulation to reduce biases and provide comprehensive and accurate information. I involved the participants in verifying the accuracy of the data interpretation and asked them about their feedback and confirmation of the information gathered. I consulted experts in the field of review and discussed the process, findings, and interpretation of the data. This is to ensure that I eliminate potential biases and inconsistencies. Credible participants were also the key to ensuring the reliability of the study. According to Mcleod (2024), to demonstrate the truth value of the findings a researcher must put emphasis on the subjective experience and interpretation. This ensured the credibility of the study. I chose the right person to be the participant with skills of expertise in Values Education. This was done through implementing a strategic way of choosing a wide range and diverse sampling. Applying negative case analysis, I actively seek out data that does not fit to the emerging patterns or themes to reduce the biases of the study, refine the theories that are employed and strengthen the findings of my study. According to Patton (2015), credibility was based on the participants' actual experiences which is comparable to the validity of the quantitative research as to whether the study accurately captures the claim.

Transferability. The selection of the participants that I employed in this study also contributes to the transferability of the study. By selecting diverse participants who represent a range of experiences and perspectives, the researcher can enhance the transferability of the findings. The purposeful sampling method that I used enabled me to provide rich and relevant information that can be applicable to other settings. Setting the delimitations and limitations of the study was a factor of transferability. The scope of the study also gave assurance of the transferability of my study. By being upfront about the scope and limitations of the research, I helped the readers make informed decisions about the transferability of the findings.

Transferability was an essential component of trustworthiness in qualitative research which focuses on enabling readers to assess the applicability of findings to their own contexts (McLeod, S. (2024). Upholding the significance of transferability, I assured that the findings of this study can be accessed and be applied or transferred to other contexts, settings, or groups. I provided a detailed, rich and vivid description of the

research context, participants, and findings for the readers to determine whether the findings are applicable to their own situations. Additionally, I established the context of the study is sufficiently like the context where the findings are to be applied.

Dependability. To achieve the criterion of dependability of the study, I employed using systematic and well-documented procedures for gathering the data. It assessed whether my data of information was consistent and replicable. The study can be repeated with the same participants and in the same conditions. I made sure that my study involves thorough and clear documentation of the research process, including the methodology, data collection, and data analysis procedures. I applied an audit trail which was detailed that follows all steps taken during the research process. This includes decisions made, and any changes to the original plan.

Dependability is about ensuring that the study's findings were robust, consistent, and repeatable, making them more trustworthy and credible. This was essential for establishing the validity and reliability of qualitative research. To have your research a sense of dependability it must be derived and outlined explicitly, this is to ensure consistency across time, researchers, and analysis techniques. A researcher must seek dependability so that the research design may have a detailed explanation which identifies the possible influences on the data collection and analysis (Morrow, 2005 cited in the article Credibility, Confirmability, Dependability and Transferability).

Confirmability. To establish confirmability, I made sure that the process of my research and the findings of the interpretations will be traceable and auditable. I followed the rules and regulations of transparency which assist other researchers to trace the path of the analysis and verification of the data extracted from the Values Education teacher participants. This is avoiding biases from my point of view, over from the participants own narratives and words. I record all the topics, use coding, and clarify the meaning of the themes. In qualitative research, it refers to the degree to which the findings are rooted in the information and are not simply the product of the researcher's own biases or preferences (McLeod, 2024).

Role of the Researcher

Creswell (2018) emphasizes that the role of the researcher in qualitative research is multifaceted and extends beyond just data collection. The researcher must be aware of the different subjective realities of participants and how their own background might influence data interpretation.

As the researcher of this study, I have principal responsibility to organize an interview with the chosen Values Education teacher participants. It was my responsibility to take good care of the process during the interview, making them comfortable as possible for them to easily convey their experiences, coping mechanisms, and insights. It is my role as the researcher to let them know the objectives, importance of this study, and how invaluable their insights are to this study. The written consent must be signed by the participant, and all the permissions must be basically part of my main role as researcher. This interview will be in two parts, one is an In-depth Interview (IDI), and the other is Focus Group Discussion (FGD), thus it is my obligation to be the facilitator of the interviews and close monitoring of the inquiry.

During the transcriptions, it is my duty as the researcher to gather the data with utmost prudence. I recorded and wrote the information with accuracy and diligence to maintain the sincerity and trustworthiness of the information from the Values Education teacher participants. It was also my duty as an observer during the process of interview to have a proper background of the VALED teachers that may influence their responses during the interview. The observed background will be my gained insights and deeper understanding of the experiences of the Values Education teacher participants.

In the data collection process, it is my indispensable role as the researcher to secure permissions from the different entities that need to be informed about the study. Primarily, it started by asking permission from the selected VELED teacher to willingly collaborate in the study. I required the participants to sign up for the ICF to ensure that they would willingly be involved in the study. Afterwards, I asked permission from the Graduate School Dean of the University of the Immaculate Conception (UIC) to conduct interviews and provide an ethical clearance from the UIC-Research Ethics Committee (UIC-REC). Next, it is also important to consider

the permission from the Division Superintendent of Davao City and the School Principals to conduct an interview with their respective Values Education teachers as participants of the study.

In the data analysis portion, it is my responsibility as the researcher to be objective in interpreting the findings of the study, drawing an unbiased inference from the results which come from the diverse experiences of VALED teachers, this is to guarantee the validity and reliability of the study. I organized and prepared the data from the participants, this includes transcribing their interviews, scanning materials, and sorting the data from the Values Education teachers into different types. I generated themes from the organized set of data which will be used in the next step which is the interpretations of the meaning of the descriptions.

Ultimately, my role as the researcher is a responsibility that embodies as only an instrument of the process. I must recognize my own biases, assumptions, perceptions, and personal values that may hinder or influence the study. This is for the sake of maintaining objectivity and trustworthiness of the study.

Ethical Considerations

This study, "The Lived Experiences of Values Education Teachers on Academic Apathy (GS- ER- 07-25-0343), will adhere to ethical principles throughout its planning, data collection, analysis, and dissemination, ensuring the protection of participants' rights, confidentiality, and voluntary participation in line with Creswell (2018) and the Data Privacy Act of 2012 (RA 10173). The University of the Conception's Research Ethics Committee (UIC-REC) reviewed the study for compliance with ethical standards. Informed consent both verbal and written were obtained after participants are fully oriented on the study's goals, methods, risks, benefits, and their right to withdraw at any time. Anonymity was maintained through pseudonyms and secure data handling. The study aimed to provide social value by addressing academic apathy through spiritual and moral inculcation, benefiting educators, parents, and administrators in developing students' responsibility, self-discipline, emotional intelligence, and positive social behavior.

All participants, though legal adults and not considered vulnerable, were treated with fairness, dignity, and respect, avoiding any bias or discrimination in recruitment, data collection, and reporting. Measures were taken to minimize emotional or psychological discomfort, and the researcher maintained the transparency by providing complete, honest information throughout the process. The researcher, as a Master of Arts in Values Education candidate, worked under the guidance of advisers and experts, using adequate facilities such as the school's e-library, online databases, and digital tools to ensure the study's quality. Findings will be shared with the academe and community through School Learning Action Cells (SLAC), general PTA meetings, and digital publication, providing a reference for future studies and reinforcing that values education begins at home.

RESULTS

This chapter presents the key components of the research process, including an overview of the participants and the results of the inquiry. In this study there were three main objectives served as guide for this study, which were the lived experiences of Values Education teachers in addressing academic apathy, coping with the challenges in addressing academic apathy, and the insights and recommendations of Values Education teachers to the academe and community in addressing academic apathy.

Profile of the Participants

Table 1 presented the profile of the participants who engaged in the study. The participants were selected using purposive and snowball sampling techniques. A total of 17 individuals from various schools within the Division of Davao City participated in the study. Of these, 7 were involved in a Focus Group Discussion (FGD), while 10 took part in In-Depth Interviews (IDI). All participants responded to 15 structured questions, which served as the primary research instrument. Most of the participants were female and at least five were male participants. They were given a code as part of the protocol of anonymity to keep the identity of the participants hidden. The table also exhibited the number of years of the participants as a values Education teacher in the public school. Apparently, the minimum number of years of the participants in this study is 4 years which was in conformity with the set inclusion criteria.

Table 1

Participant's Code	Year Level	Gender	Number of Years as a VALED Teacher
IDI -1	Secondary	F	6 years
IDI -2	Secondary	M	4 years
IDI -3	Secondary	F	6 years
IDI -4	Secondary	F	5 years
IDI -5	Secondary	F	6 years
IDI -6	Secondary	M	5 years
IDI -7	Elementary	F	6 years
IDI -8	Elementary	F	5 years
IDI -9	Elementary	F	10 years
IDI -10	Elementary	F	6 years
FGD-1	Secondary	F	19 years
FGD-2	Secondary	F	29 years
FGD-3	Secondary	M	15 years
FGD-4	Secondary	M	8 years
FGD-5	Secondary	F	9 years
FGD-6	Secondary	F	30 years
FGD-7	Secondary	M	7 years

Lived Experiences of the Participants on Academic Apathy

Table 2 displayed the lived experiences of teachers in addressing academic apathy and revealed five essential themes: manifestation of student disengagement among learners, superficial student engagement, avoidance from active classroom engagement, disruptive inattentions, and emotional toll of disengagement.

Table 2

Essential Theme	Core Ideas
Manifestation of Student Disengagement among Learners	Students often show lack of enthusiasm during lessons, which becomes evident in their minimal interest and passive body language
	Some prefer to divert their attention to gadgets or unrelated tasks, instead of actively listening to the teacher
	Passive behaviors also manifest during group activities, where a few students let their peers take the lead.

		A number deliberately avoid teacher questions by staying silent or pretending to be busy
		Sustaining attention during class discussions becomes difficult, especially with lengthy or technical topics
		Late or incomplete submissions reveal students' lack of commitment to their academic work
Superficial Student Engagement		Many exert only minimal effort in activities or outputs, completing requirements just for compliance rather than mastery.
		Responses in class tasks are often superficial, showing lack of deeper engagement or effort.
		Some produce careless assignments with minimal effort, often done in a rush.
		Creativity and originality are often absent in outputs, showing a lack of motivation
		Poor attention to detail in written tasks suggests that students are not fully invested in their studies.
Avoidance from Active Classroom Engagement		Avoidance behaviors are common, such as refusing to volunteer or deliberately avoiding eye contact when called.
		Students are often reluctant to recite or answer, even when they know the response, due to shyness or fear of mistakes
		Some either stay completely silent or, conversely, create unnecessary noise, reflecting disengagement in class interaction.
		Many do not participate fully in group activities, leaving work to more responsible classmates.
Disruptive Inattentions		Frequent signs of boredom, including yawning, restlessness, or distraction from gadgets, highlight disinterest in learning tasks..
		Uneasy or distracted behaviors such as whispering, fidgeting, or side conversations interrupt focus.
Emotional Toll of Disengagement		Lack of connection to the topic makes students view lessons as irrelevant to their lives.
		Low self-confidence or fear of failure prevents them from participating, even when they have ideas.
		Motivation of teachers declines when they repeatedly face disengagement in their classes.
		Sustaining student interest becomes emotionally exhausting, requiring extra energy and patience.
		Teachers may feel discouraged when their teaching goals are not met because of persistent apathy.

Manifestation of Student Disengagement among Learners. Many teachers of Values Education encounter significant challenges with student disengagement during classroom participation. Based on the participants, they experience students who often show lack of enthusiasm during lessons, which becomes evident in their minimal interest and passive body language. There are also students who according to them divert their attention to gadgets or unrelated tasks, instead of actively listening to the teacher. Some students would avoid it when asked questions by teacher and pretend to be silent or busy, as the participants shared,

Lack of interest to a specific topic, withdrawal during open forum no one is willing to answer the question. (IDI-1)

A few deliberately avoid eye contact, look down, or pretend to be busy with their notebooks when a question is asked. (IDI-3)

During role-plays or collaborative activities, some learners are passive, letting others do the task. (IDI-5)

Students show minimal participation and respond in one word only and avoid eye contact with the teacher. (IDI-9)

Minimal efforts in activities like in group tasks or experiments some students let others do all the work showing no initiative to contribute. (FGD-2)

Some exhibit passive behavior, such as staring blankly, resting their heads on the desk, or being preoccupied with side conversations and gadgets. (FGD 5).

Superficial Student Engagement. According to the participants, there were students whom they had experienced show minimal effort in activities and the outputs, they only submit their task for compliance rather than mastery. Additionally, they also experienced learners wherein the responses in the class were superficial, showing a lack of deeper effort. Some will submit assignments incomplete work and miss deadlines. Other students, shared by the participants, produce careless assignments with minimal effort because they are done in a rush. For them, it affects the quality of the outputs, where there are no originality and creativity. As what the participants shared, Some signs where I encountered in my learners are missing deadlines and incomplete assignments. (FGD 4)

Minimal effort in work like assignments and other requirements are submitted incomplete..., rushed or copied by peers. (FGD 2)

They tend to copy when they see their classmates doing the same. (FGD 7)

Careless or late submission of requirements, often without attempts to revise or improve. (IDI 2)

They simply present physically but mentally absent. (IDI 10)

Avoidance from Active Classroom Engagement. Based on the participants' experience, they encounter learners who avoid volunteering during the class discussion and avoid making eye contact when called to answer questions. They also observed that there were students who were reluctant to answer questions even when they knew the response, due to shyness or fear of mistakes. There were also students who did not participate fully in group activities, leaving work to more responsible classmates. As the participants shared,

At times, low self-confidence or the fear of failure discourages them from trying, leading to passivity. (IDI-2)

In my view, academic apathy among students is often caused... low self-confidence that hinders participation. (IDI 3)

Students avoid participating in discussions, even when called... become silent observers rather than active learners. (IDI 5)

When being ask they will just keep silent, others would just say wala ko kablo [I do not know]. (IDI 10)

During performances, when other students rely on others during group activities, they tend to stay quiet and wait to be told what to do. (FGD 6)

Disruptive Inattentions. According to the participants, the most common behavior they observed about disruptive inattentions were boredom, including yawning, restlessness, or distraction, highlight disinterest in learning tasks. Additionally, participants also shared experience of encountering uneasiness among learners. There were also moments where they experienced distracted behaviors such as whispering, fidgeting, or side conversations interrupt focus. Like what the participants shared,

No eye contact with the teacher or doing other things and they feel sleepy. (FGD 1)

There is no focus, and they were uneasy. (FGD 3)

They were not interested on the activities given, and they kept on using cellphones. (IDI 9)

Playing mobile games, sleeping in my class, and cutting classes (IDI 8)

Based on my observations, students are sleeping, very noisy talking to each other, magsamuk-samoksauban [Disturb others]. (IDI 4)

Emotional Toll of Disengagement. Based on the participants' experience, there were emotional effects on the experience of academic apathy. Just for instance, their motivations tend to decline when they repeatedly face disengagement in their classes. They become exhausted when experiencing constant apathy from students so much so that they need extra energy and patient to sustain. Furthermore, they feel discouraged when teaching goals are not met because of persistent academic apathy. As what they had shared,

I feel frustrated because despite careful planning of lessons and activities some students still show little to no interest. (FGD-2)

I find it difficult despite striving to create a supportive and engaging learning environment and ask them to reflect on their behaviors. (FGD-4)

When faced with academic apathy in my classroom, I felt a mix of frustration and deep concern. (FGD- 5)

It's like pushing against an invisible wall. In those situations, I imagine you'd feel a mix of frustration and empathy. (FGD-6)

Saddened, because Val-Ed talks about life and enhances values characters. Which means, it is expected that they have already developed this characteristic. (IDI-1)

I felt a sense of frustration at times, knowing that the effort I put into preparing lessons did not always translate into student engagement. (IDI-2)

Coping Mechanism of the Participants in Addressing Academic Apathy

Table 3 exhibited how the Values Education teacher- participants cope with challenges brought about by academic apathy. Consequently, there were 5 different themes that appeared from their experiences: using interactive and engaging strategies, collaborating with colleagues and supervisors, fostering a supportive learning environment, collaborating with colleagues, commitment to lifelong professional development

Table 3 Coping Mechanism of the Participants in Addressing Academic Apathy

Essential Theme	Core Ideas
Using interactive and engaging	Real-life examples are introduced to make lessons more relatable and

strategies	practical for learners.
	Task-based and experiential activities give students hands-on opportunities to apply concepts.
	Creative projects are assigned to motivate students and spark their interest in the subject.
Interactive peer-based learning	Group work and active learning tasks encourage collaboration and participation.
	Role-playing and simulations allow learners to experience lessons in a dynamic, interactive way.
	Peer collaboration is encouraged, so students can learn from and support one another.
Fostering a Supportive Learning Environment	Teachers strive to build rapport with students, making them feel comfortable in class.
	Open communication is promoted, allowing learners to express difficulties without judgment.
	A safe classroom environment is established where mistakes are treated as learning opportunities.
	Teachers celebrate even small student achievements to reinforce motivation.
	Positive relationships between teachers and students strengthen mutual trust and engagement.
Collaborating with Colleagues	Consultations with coordinators and raters help refine classroom practices.
	Faculty groups provide platforms to exchange best practices for addressing student apathy.
	Senior mentors are sought for advice on effective teaching approaches.
	Reflection with colleagues highlight teaching gaps and strategies for improvement.
	Teacher support groups or circles provide encouragement and practical solutions.
Commitment to Lifelong Professional development	Teachers share strategies and insights with co-teachers during formal or informal meetings.
	Teachers attend training seminars to upgrade their skills in student engagement
	Reflection on personal teaching style helps teachers adjust to learners' needs.

	Updating knowledge on pedagogy ensures relevance and adaptability.
	Participation in collaborative workshops promotes innovation in lesson delivery.
	Continuous professional learning empowers teachers to overcome classroom challenges.

Using interactive and engaging strategies. According to the participants, to mitigate the problem of apathy they introduced a real-life example in their lesson so that learners would be able to relate and it is practical for them. They do experimental and task-based activities for the learners to make hands-on opportunities to apply concepts. Creative projects were also done based on the participants; by assigning these projects it sparked the interest of the students. Like what the participants shared, I used interactive activities, technology, and real-life connections. (IDI-3)

Sinasabayan ko ang kanilanghilig ...na kung saangumawaako ng powerpointnanaka set up na parang ML style. Kaya doon ko nakitana kung saannapukaw at napaka engaging naman. (IDI 4)

[I align with their interests... where I created a PowerPoint presentation set up in an ML (Mobile Legends) style. That's where I saw how it captured their attention and turned out to be very engaging.]

Relating lessons to real-life situations

strategy, I connected Values Education topics to issues they encounter daily. How lessons apply to their lives. (IDI-5)

Some of the strategies I'm trying to introduce linking curriculum to real life scenarios and applications (FGD 4)

Interactive peer-based learning. Another theme emerged during the interview is interactive peer-based learning, based on the participants sharing, they used group work and active learning tasks to encourage collaboration and participation in the class. Some shared to allow the learners experience a dynamic lesson they employ role-playing and simulations. Some introduced a peer collaboration to let the learners feel a support system from classmates. Like what the participants revealed,

One of the strategies I use is active learning through games/competitions to help students build relationships. (FGD 6)

Group dynamics is a strategy to help the learners share their ideas to the group. (FGD-3)

I used interactive activities like group discussions, role-playing, and games to make lessons more engaging. (FGD-5)

Active learning strategies through group activities experiments debates role plays or games instead of purely lecture based lessons. (FGD-2)

Fostering a Supportive Learning Environment. Participants shared also the importance of fostering a supportive learning environment. According to them to put up this environment, they build rapport with students, making them feel comfortable in class. They promoted open communication allowing learners to express difficulties without judgment. For them, a safe classroom environment is important, where students experience that mistakes are treated as learning opportunities. They even celebrate small achievements of their students to reinforce motivation. Thus, according to them, this creates a positive relationship between teachers and students to strengthen mutual trust and engagement. As what the participants shared,

Building rapport and a supportive classroom environment has also been important, as students tend to participate more when they feel respected and understood. (IDI 2)

I also gave positive feedback to show that I appreciated even minor attempts. (IDI 6)

I also encourage students to express their thoughts through drawing during values reflections. (IDI 7)

Let him sit in front... let him read the objective every time of my lesson...I train him from simple to hard task. (IDI 8)

Collaborating with Colleagues. Part of the strategies being shared by the participant is collaboration with colleagues, school heads and supervisors. According to the participants, they consulted with coordinators and raters helped them refine classroom practices. Additionally, their senior mentors were sought by the new teachers for advice on effective teaching approaches. Moreover, according to them, they also share strategies and insights with co-teachers during formal or informal meetings and faculty groups provide platforms to exchange best practices for addressing student apathy. Reflection with colleagues highlight their teaching gaps and strategies for improvement is good practice of collaboration based on their observations. And finally, teacher support groups or circles provide encouragement and practical solutions. As what the participants uttered,

Yes, asking strategies from my subject coordinator and tapping class advisers. (IDI-1)

I often exchange ideas with fellow teachers about strategies that have worked for them, such as using more engaging activities or integrating technology into lessons. (IDI-2)

Yes, I always consult and collaborate with my colleagues, and with the parents to inform them regarding the situation of their child. (IDI-4)

Yes, I worked with other teachers to share ideas, talked to school authorities for advice, and worked with parents to keep an eye on and help pupils at home. (IDI- 6)

Yes. I collaborated with colleagues by sharing strategies and exchanging teaching materials. (FGD-5)

Commitment to Lifelong Professional development. Based on the shared experiences from the participants, teachers attend training seminars to upgrade their skills in student engagement. Some of their strategies learned from seminars were student-centered approaches which were learned and integrated into classroom practices and reflection on personal teaching style helps teachers adjust to learners' needs. They also update knowledge on pedagogy to ensure relevance and adaptability according to participants. Participation in collaborative workshops promotes innovation in lesson delivery, is an effective way for professional development based on their experience. And continuous professional learning empowers teachers to overcome classroom challenges. As what they revealed in the interview they need,

Professional development focused on student engagement strategies and differentiated instruction has been especially helpful in addressing academic apathy. (IDI-2)

In-Service Trainings introduced 21st-century teaching strategies like project-based learning, ICT integration, and positive discipline. (IDI- 5)

Workshops and training courses on how to teach different types of students, how to manage a classroom, and how to motivate students have been very beneficial. (IDI- 6)

Behavioral strategies taught me how to set clear expectations using positive reinforcement and balance discipline with encouragement. (FGD- 2)

Seminars and trainings on classroom management, learner engagement, and differentiated instruction helped me handle academic apathy. (FGD-5)

Insights Shared by the Participants to the Academe and Community

Illustrated in Table 4 are the insights shared by the participants. In its content, one can see the 4 essential themes about the invaluable insights and recommendations of the Values Education teacher who participated in this study. These are strengthening the school community support, reinforcing the role of parents and guardians, revisiting educational policies, and implementing effective practices and programs.

Table 4

Insights Shared by the Participants to the Academe and Community

Essential Theme	Core Ideas
Strengthening school community collaboration	Schools should adopt community partnership programs to provide holistic student support.
	Stronger links between teachers, students, and parents ensure shared responsibility.
	Regular parent-teacher communication reinforces accountability and encouragement.
Empowering Student Success through Supportive Home Environments	Parents can motivate children to value learning by reinforcing discipline at home.
	Discipline and responsibility instilled at home complement school efforts.
	Supporting study habits at home improves student focus and accountability.
	Parents should give encouragement and guidance to balance challenges faced in school.
Transforming Education through Student-Centered and Values-Based Practices	Curriculum adjustments should be made to promote student-centered engagement.
	Active learning should be encouraged and mandated as a teaching approach.
	Values integration in all subjects ensures character formation alongside academics.
	Suggestion boxes or feedback systems give students a voice in their learning.
	A supportive school culture motivates students to value education
Building Inclusive Partnerships for School Success	Open forums with students and parents provide opportunities for feedback.
	Parent engagement projects strengthen home-school partnership.
	Community collaborations provide holistic support to academic programs.

Strengthening school community collaboration. As stated by the participants, schools should adopt community partnership programs to provide holistic student support. There should be suggestion boxes or feedback systems that give students a voice in their learning experiences. Regular parent-teacher communication reinforces accountability, and encouragement must be religiously practiced. As the participants expressed, Encourage regular communication with parents/guardians so they can reinforce motivation and study habits at home. (FGD-2)

Support teachers by providing resources, fostering collaboration, promoting a positive school culture, involving parents and guardians. (FGD-4)

Support teachers by providing regular training on student engagement, reducing class sizes for more focused attention, and offering enough learning materials. (FGD-5)

The school community can support teachers by fostering collaboration with parents and leaders, provide training on engagement strategies. (IDI-3)

Role of school community to help teachers by fostering stronger communication between home and school, providing essential resources. (IDI-4)

Empowering Student Success through Supportive Home Environments. In the words of the participants, they said parents can motivate children to value learning by reinforcing discipline at home. Additionally, parents should give encouragement and guidance to balance challenges faced in school. Based on the participants' experience, parents and guardians who support study habits at home improve students' focus and accountability. Moreover, a parent or guardian that has strong communication with teachers strengthens collaboration for student success. And finally, the most important, discipline and responsibility instilled by parents or guardians at home complement school efforts. As what the participants manifested, Strengthen collaborative partnerships of parents and teachers. Open communication of Parents and teachers. (FGD- 6)

They should provide consistent encouragement and emotional support, helping students build confidence and see value of education. (IDI-2)

Parents should encourage good study habits, show interest in learning, and communicate with teachers. (IDI-3)

Parents should show interest in their child's schoolwork by checking assignments, monitoring progress, and celebrating small achievements. (IDI-5)

Parents and guardians should keep an eye on their child's learning and help them by demonstrating interest in their academics, encouraging good study habits at home... (IDI-6)

Malaki ang gampanan ng mgamagulangsa kanilang mga anak. Katulad nang pagdating sa bahay i-check nila ang kanilang mga anak kung meron bang mgatakdang aralin... (IDI 4)

[Parents play a big role in the lives of their children. For example, when they get home, they check if their children have any homework.]

Transforming Education through Student-Centered and Values-Based Practices. Based on the revelations of the participants there are needs to be transformed into educational policies like curriculum adjustments that should be made to promote student-centered engagement. Furthermore, active learning should be encouraged and mandated as a teaching approach in the school. For the participants it is better to strengthen values integration in all subjects ensure character formation alongside academics must be reignited. The feedback system is essential to give students a voice in their learning experiences. In addition, the school should promote a supportive school culture that motivates students to value education. To clearly understand these, here are the insights and recommendations of the participants,

Educational policies can mitigate apathy by promoting learner-centered approaches, making lessons more relevant... (IDI-3)

Through promoting more student-centered learning approach, incorporating social-emotional learning. (FGD 6)

Policies should ensure that lessons are connected to real-life contexts, so students see the value of what they are learning. (IDI-5)

Policies for schools should put more focus on student-centered learning, mental health support, and overall growth. (IDI-6)

I think they include mental health support, since many cases of apathy are linked to stress, personal struggles and lack of confidence. (IDI-7)

Building Inclusive Partnerships for School Success. According to the participants, building inclusive partnerships for school success is also important aspect in addressing academic apathy. Based on the experience of the participants this can be done by having an open forum with students and parents to provide an opportunity to give feedback. Another thing which is being shared by the participants is the parent engagement to projects, this strengthens home-school partnership. Moreover, there must be community collaborations which provide holistic support to academic programs. As the participants said,

I think the school must adopt a school- community partnership that will develop students' sense of accountability and... volunteerism. (IDI 1)

Open forum during school PTA meeting or homeroom meeting. (FGD 1)

Promoting strong parent engagement programs such as regular parent teacher conferences will be likely more successful in reducing student apathy (FGD 2)

Strengthen collaborative partnerships of parents and teachers. Open communication of Parents and teachers. (FGD 6)

DISCUSSION

The content of this chapter is the discussion of the results that emerged during the qualitative data analysis. It includes the interpretations of the results supported with the existing literature to establish a credible and reliable outcome of the research study.

Lived Experiences of the Participants on Academic Apathy

Based on the results, the participants shared experiences on the issue of academic apathy. These were common experiences, manifestation of student disengagement among learners, superficial student engagement, avoidance from active classroom engagement, disruptive inattentions, emotional toll of disengagement.

Manifestation of Student Disengagement among Learners. Based on the result, there were observed disengagements in classroom participation that reflect the behavior of learners like lack of interest, enthusiasm, passive behaviors, late or incomplete submission of assignment. This result affirms the finding of Mitmunk (2020), wherein the common experience of teachers in the signs and manifestations of apathy, were lack of interest and enthusiasm for learning. The lack of engagement in school activities such as lack of participation and incomplete assignment, Similarly, this finding is aligned with Bosserman (2018), who defined academic apathy as lack of interest, or engagement in academic activities, such as completing assignments, or participating in extracurricular activities. It can manifest disinterest towards one's academic responsibilities and goals. In the same way, it resonates with West (2024), apathy displayed minimal interest and passive behaviors observed in learners. Moreover, the study of Sebido, J. S. (2024), showed that involvement, students' engagement, and behavior had a significant impact on academic performance because they can impair the learning ability of the learners. However, Suscano S. et. al (2025), contradict the result saying that there is no significant relationship between student engagement and academic performance, suggesting that other factors like teaching methods and home environment.

Superficial Student Engagement. Another theme that emerged in the result was the teachers encountered superficial engagement of the students like exerting minimal effort in activities or output, poor creativity and originality in schoolwork, produced assignments which were done in rush because of the lack of motivation and engagement, and poor attention to instructions of tasks.

This finding was consistent with the findings of Rone et. al (2023), who said that the lack of motivation and engagement of the learners in the classroom is manifested in the students having a mindset to play around the corner of the classroom rather than listen to the teachers' lesson. Furthermore, Gubaton (2023), confirmed this result in her study about motivation and engagement of students was a result in their low enthusiasm, poor participation and involvement. However, Fuertes et. al (2023), contradicts this result saying that students' motivation and engagement do not have significant relationships with academic performance and that there may be other factors which are the cause. Moreover, Yuldasheva (2025) revealed that some of the causes of lack of engagement and motivation of students were environmental distractions and unclear instructions of the assignments.

Avoidance from Active Classroom Engagement. Based on the participants, this avoidance behavior was in the form of refusing to volunteer or avoiding when they are called to answer questions, reluctance in answering even if they know the answer because of fear and shyness, some completely silent, and others do not participate fully in group activities.

This result was affirmed by Nguyen et. al (2024), that there was avoidance behavior by apathetic learners like reluctance to participate or interact which stem from poor peer relationship and lack of support. Meanwhile, Ibrahim et al. (2020), confirmed the result by their investigation on how to manage students who exhibit shyness, silence, and avoiding participation, through encouraging engagement by modifying classroom dynamics. Similarly, AERO (2023) suggests that to address avoidance behavior of students who remain silent and create distractions in the classroom is to have good classroom management that fosters inclusive participation and reduce avoidance behavior. Moreover, Chen et. al (2023), revealed in their study about shyness as the influencing factor and mechanisms of classroom performance. In addition, Ahmad (2021), identified shyness and fear of making mistakes as major reason why students avoid participating in class discussions.

Disruptive Inattentions. This theme described as showing boredom in the classroom like yawning and restlessness. And distracted classroom behaviors like whispering, fidgeting, or side conversations interrupt focus and distraction from gadgets like cell phones.

This result was affirmed by Kaur (2024), according to the author that the sources of classroom distraction were environmental factors, and psychological influences affect the academic journey of students and their ability to concentrate. Additionally, one of the findings resonates with Limniou, M. (2021), students who used digital device only once during lecture time were likely to get better academic results because they were less distracted from gadgets. In the same manner, Bekker et. al (2022) concluded that boredom is detrimental to the learners' attention, self-directed learning, effort, and academic performance. Furthermore, Macklem (2015) identified boredom as a barrier to self-regulation and motivation which disrupts attention and motivation. Additionally, Özerk, G. (2020) describe academic boredom as underestimated problem in school that negatively deactivates academic goal of the learners.

Emotional Toll of Disengagement. The emotional toll also became the emerging theme of study; for teachers, repeated disengagement lowers their motivation and makes sustaining student interest exhausting. When teaching goals are not met, teachers may feel discouraged and question their effectiveness. For students, lack of connections to the topics makes students view lessons as irrelevant to their lives and there are low self-confidence and fear of failure.

This finding was aligned with Darling- Hammond (2017) who pointed out that the teacher's well-being must also be attended help reinvigorate teachers' passion for teaching and combat apathy. The result resonates with the findings Albrecht, J. (2025) cited Stones and Glazzard (2020), to invest in the well-being of the student, one must invest first in the well-being of the teachers, teachers who are emotionally well are better equipped to

support students and flourish in the classroom. Also, it aligned with the study of Wang (2021) who found out that persistent student disengagement contributes significantly to teacher emotional exhaustion. Furthermore, Micallef (2025), revealed that relevance of the lesson to the experiences of the learners significantly enhances student engagement. Tan and Prihadi (2022), stipulated that the fear of failure leads to avoidance behaviors like procrastination and silence in class.

Coping Mechanism of the Participants in Addressing Academic Apathy

In coping with the challenges in addressing academic apathy, there were five themes that appeared. The participants revealed, using interactive and engaging strategies, interactive peer-based learning, fostering a supportive learning environment, collaborating with colleagues, and commitment to lifelong professional development.

Using interactive and engaging strategies. The first theme that emerged was the use of interactive and engaging activities. The ideas of teachers of using real-life examples are introduced to make lessons more relatable and practical for learners, group work and active learning tasks encourage collaboration and participation, task-based and experiential activities give students hands-on opportunities to apply concepts.

This finding was supported by Patil and Gupta (2025) who emphasized that incorporating real-world examples improved understanding, engagement, and retention. In the same context, the findings agree with Kebritchi et al (2023), educators can explore new styles by incorporating interactive and experiential learning experiences which lead to engaging and relevant eventually captures the interest and motivation of the students. Similarly, Kong, Y. (2021), expresses that experiential learning improves motivation and participation by centering education on real-world experiences and students' autonomy. In addition, Sarkar and Chakraborty (2024), shared the effectiveness of gamification, collaborative learning, and personalized instruction in promotion of active learning and sustaining interest of the learners. In addition, Narsolis, S. (2025) suggested that creative engagement strategies can significantly enhance classroom engagement.

Interactive peer-based learning. Another theme that appeared in the result is interactive peer-based learning which puts the emphasis on group work, active learning, role-playing and peer collaboration tasks encourage collaboration and participation.

This result is agreed by Peng et. al (2025) who found that active participation in group learning sessions significantly improves learning outcomes. In the same manner, Rezaei (2020), who recommended structured group work in active learning classrooms to promote deeper engagement and lead to more effective collaboration. On the other hand, Gusa (2023) demonstrated that students have higher motivation when working in groups and cooperative learning fosters teamwork, communication, and critical thinking. Moreover, Martinez and Gomez (2025) revealed that active learning strategies like peer instruction and problem-based learning increase student engagement, participation, and academic performance. Similarly, Berry and Kowal (2019) findings indicate that the role-play instructional strategy discussions does support student engagement and critical thinking.

Fostering a Supportive Learning Environment. To foster a supportive learning environment, the teacher must strive to build rapport with students, promote open communication, establish safe classroom environment, build positive relationships that strengthen mutual trust and engagement and celebrate even small student achievements to reinforce motivation.

This finding was affirmed by Zhou, X. (2021) who found that strong teacher-student rapport significantly boosts academic engagement, wherein students feel more comfortable and motivated when they perceive their teacher as approachable and supportive. In the same way, Martinez and Wighting (2025) found positive teacher-student relationships lead to improved classroom behavior and emotional safety, wherein learners participate and take academic risks when they feel respected and understood. While Rimm-Kaufman and Sandilos (2025) emphasized that positive relationships with teachers are foundational to student success and rapport helps reduce anxiety, increase participation, and foster a sense of belonging. Furthermore, Thornberg et

al. (2022) found that high-quality teacher-student relationships correlate with increased student engagement. And finally, Hamed (2025) highlighted that rapport is essential for student success and classroom harmony.

Collaborating with colleagues. This theme came out in the study which entails consultation with coordinators and raters to refine classroom practices, provide faculty groups for exchanging best practices, seeking advice from senior mentors, creating reflection with colleagues to highlight gaps and strategies.

The results were confirmed by Buechlein et. al (2024), who found that structured consultation improves implementation of evidence-based strategies and supports teacher growth. In similarity, Tobin (2024) found that critical conversations with peers and coordinators led to refined teaching strategies and improved student outcomes. In addition, Gormley et. al (2024) emphasized that consultation and collaboration are essential for improving outcomes of learners' academic performance. Furthermore, West (2024) underscored the importance of adapting teaching methods and sharing insights to improve engagement. Finally, Pawlowski (2019) encouraged faculty dialogue to reflect on teaching practices and share what works to connect with disengaged students.

Commitment to Lifelong Professional development. Continuous professional growth plays a vital part in addressing apathy. Couple of ways mentioned by participants were attending training and seminars to upgrade their skills in student engagement, participation in collaborative workshops promotes innovation in lesson delivery, updating knowledge on pedagogy ensures relevance and adaptability, and reflection on personal teaching style helps teachers adjust to learners' needs. All of these would empower teachers to overcome classroom challenges and teachers would learn student-centered approaches that can be integrated into classroom practices.

These results were aligned with Hattie (2020) who stressed that if teachers were provided with training, they will acquire knowledge and skills to implement effective instructional strategies that promote student engagement and motivation. The findings also concurred Marzano (2022) that teachers are better prepared to identify the signs of apathy among the students through the training and support they received, and they can implement teaching practices that address the individual needs and interest of the students and fosters engagement. This finding supports Padillo et. al (2021), stresses the importance of professional development impact instructional planning and delivery, classroom management, rapport with students, and knowledge of the subject matter. Additionally, Rabeje, (2025), found a strong connection between professional development of teachers, such as training, seminars, advance education, and improvements in classroom management and student engagement. Lastly, Casilao (2024), highlighted professional development significantly influence learner engagement, thus it was recommended that school heads must facilitate and encourage teachers participate in training, workshops and seminars.

Insights Shared by the Participants to the Academe and Community

As to the insights and recommendations to academe and community, the participants narrated their experiences which resulted in four themes. These were the themes, strengthening school community collaboration, empowering student success through supportive home environments, transforming education through student-centered and values-based practices, building inclusive partnerships for school success.

Strengthening school community collaboration. Certain notable ideas have been shared by the participants, some of these where schools should adopt community partnership programs to provide holistic student support. Stronger links between teachers, students, and parents ensure shared responsibility. Regular parent-teacher communication reinforces accountability and encouragement.

The results agreed by Maizano (2021), stressed that collaboration between parents and teachers enhances shared responsibility, social and academic growth. In the same manner, Kelty and Wakabayashi (2020) added that family engagement improves classroom dynamics, teacher expectations, and student-teachers' relationships. Additionally, Ross (2023) expressed that family-school-community partnerships lead to higher grades, better attendance, and improved self-esteem. Similarly, Anderson-Butcher et al. (2022) emphasized the importance of school-community collaboration, it improves school climate and student behavior. Lastly,

Powers (2023) revealed that frequent communication between teachers and parents enhanced student motivation and classroom engagement.

Empowering Student Success through Supportive Home Environments. The second theme appeared in the insights and recommendations of the participants of this study is reinforcing the role of parents and guardians of the learners. The participants highlighted some significant core ideas in this factor such as parents can motivate children to value learning by reinforcing discipline at home, parents should give encouragement and guidance to balance challenges faced in school, discipline and responsibility instilled at home complement school efforts, supporting study habits at home improves student focus and accountability, sharing inspiring life stories helps children connect education with real-life goals.

The findings concurred by Ahmad et al (2024), they said that academic achievement of students is greatly impacted by parental involvement in their studies such as supporting a good attitude towards learning, assisting with homework, and attending parent-teacher conferences. Esteban (2024), affirmed that there is a significant relationship between academic performance and parental involvement, thus proposed a program that targets the challenges of parents and teachers, fostering positive attitude towards involvement of students' academic performance. The finding also confirmed by Escol and Alcapora (2024), who demonstrated the significant relationship between parental involvement and learners' academic performance by continued assistance of parents at home. Moreover, Musengamana (2023), found out that parental involvement at home, including setting routines, helping with homework, and maintaining discipline, positively impacts academic performance. Minj (2017), also added that for the students to reach academic achievement, there is a need to participation in educational process by the parents.

Transforming Education through Student-Centered and Values-Based Practices. The third theme that emerged from the interviews with participants is transforming education through student-centered and values-based practices. Participants emphasized that curriculum adjustments are essential to foster student-centered engagement. They advocated for the institutionalization of active learning as a core teaching approach. There should be values integration in all subjects to ensure character formation alongside academics. Implementation of suggestion boxes or feedback systems give students a voice in their learning. And lastly, a supportive school culture motivates students to value education.

The results confirmed by Ross-Holmes (2022), the importance of a meaningful equitable curriculum to meet student needs for relatedness and address disengagement. Pickeral (2025) also affirmed by saying that pedagogy should foster connections, address real-life problems, equip students with skills, recognize significant emotional attachments, and balance method. Similarly, the results confirmed Bhardwaj et al. (2025) who showed that shifting from a traditional to a student-centered curriculum led to improved academic performance, deeper engagement, and increased student-led research outputs. Meanwhile, Pike et al. (2020) found that students exposed to a virtue-based curriculum showed significant improvement in understanding and practicing virtues like justice and self-control. On the other hand, Dziuban (2025) emphasized that student feedback systems (formal and informal) enhance motivation, critical thinking, and learning purpose. Furthermore, the call for flexible and inclusive policies is echoed by Harper and Milman (2021), who assert that educators must create learning environments that are responsive to the varied backgrounds, interests, and needs of students. Such environments not only support equity but also empower learners to thrive academically and personally.

Building Inclusive Partnerships for School Success. Participants highlighted community collaborations providing holistic support to academic programs. Also, Parent engagement projects strengthen home-school partnership. And finally, open forums with students and parents provide opportunities for feedback.

The results are affirmed by DelRosario (2025) who stated that community partnerships transform schools into hubs of shared investment, increasing student engagement and motivation. Similarly, Sepanik and Brown (2021) stressed that School-community partnerships help meet students' social-emotional and academic needs, especially in underserved communities. Furthermore, Achieving the Dream (2018) showed that community partnerships help institutions address both academic and non-academic student needs. In the same way, Peterson and Baton (2025) emphasized that co-designed engagement strategies with families and communities

improve school practices and student support systems. Lastly, Ong et al. (2025) revealed that open forum or open dialogue promotes closer relationships between learners, school, and parents.

Confirmation of Theory

Based on the theory of Self-Determination Theory (SDT) of Deci and Ryan (2020) which asserted that the driving force that pushes people for success is to satisfy their fundamental psychological needs for autonomy, relatedness, and competence, the findings are in line with the theoretical lens used in this study.

The lived experiences in addressing academic apathy among students reveal critical insights aligned with the psychological needs of autonomy, relatedness, and competence. Autonomy is challenged when students show disengagement through minimal effort, passive participation, and reliance on gadgets, often completing tasks merely for compliance. This lack of ownership stems from poor study habits, overexposure to distractions, and a perceived irrelevance of lessons to their lives. To foster autonomy, teachers implement student-centered strategies such as creative projects, experiential learning, and role-playing, while advocating for flexible, inclusive policies and personalized learning programs that empower students to take control of their education.

Relatedness emerges as a vital factor in student engagement, with teachers striving to build rapport, encourage peer collaboration, and celebrate small achievements to create a safe and trusting classroom environment. Collaboration extends beyond the classroom, involving colleagues, mentors, and parents through support groups, feedback systems, and community partnerships. These efforts strengthen the emotional and social bonds that motivate students to participate and value their education. Initiatives like peer tutoring, parent engagement projects, and open forums further reinforce the sense of connection and shared responsibility among stakeholders.

Competence is often undermined by students' fear of failure, low self-confidence, and external distractions, resulting in superficial responses, poor academic outputs, and declining performance. Teachers address these challenges by integrating real-life examples, active learning tasks, and group work to build skills and confidence. Professional development plays a key role, as educators continuously refine their teaching approaches through seminars, reflective practices, and pedagogical updates. Observable improvements in student participation, assessment results, and classroom confidence affirm the effectiveness of these interventions. Together, these strategies highlight the importance of nurturing autonomy, relatedness, and competence to overcome academic apathy and promote meaningful learning experiences.

It turns out that Deci and Ryan (2020) were right upon suggesting that if the need for autonomy, relatedness, and competence would foster greater intrinsic motivation, self-regulation, and psychological well-being. However, if these psychological needs were not met, it was vividly clear that motivation and well-being of a learner would apparently diminish and subsequently may lead to academic apathy. The Self-Determination Theory (SDT) was an effective guideline for addressing the problem of academic apathy. The application of this theory would amplify the inner motivation of students, shed light to have beliefs in themselves, to have a good sense of choice, and freedom to regulate their own learning experiences.

While this study was confined to a single setting, Davao City, it does not fully capture the broader regional or national context in terms of participant diversity and scope. Nevertheless, the findings offer valuable preliminary insights that can serve as a foundation for future research across wider geographic areas. To deepen and expand the understanding of the topic, subsequent studies may adopt alternative research designs, such as an exploratory sequential mixed methods approach, which allows for a more comprehensive exploration and validation of emerging themes.

Implications for Educational Practice

The purpose of the study was to explore the various root causes that contribute to the issue of academic apathy to help teachers, parents, school administrators, community, and policy makers to address academic apathy. Academic apathy slowly decays the educational system that is why it needs to be dealt with. Examining the Values Education teachers' experiences was the means of investigating the existing problem.

Based on the findings, the participants experienced academic apathy in there were manifestations of students' disengagement in classroom participation where students show passive behavior in the classroom. This signal for active engagement, that teachers must shift from conventional strategies to student-centered learning approach. Incorporate project- based learning, inquiry-driven tasks, and real- world applications to make the lessons more relevant. Avoidance behaviors which often stem from fear to failure or lack of confidence can be resolved by building a supportive and inclusive environment where teachers practice the culture that normalizes mistakes, appreciated effort, and valuing every voice. Addressing emotional and social needs like building teacher-student rapport, is the solution for anxiety, boredom, or social tension which are apparent in behaviors like whispering, fidgeting, and side conversations. For superficial responses due to lack of challenge or relevance, use open-ended questions, real- world problems, and multi-step tasks that require analysis, synthesis, and creativity.

The results highlight the factors contributing to academic apathy like personal, social, environmental factors affect students' engagement needs empathetic, and adaptive educational practices. Problems like family-related issues need to be addressed in collaboration with guidance counselors and family rapport system. Problems of bullying and other discriminatory behavior must be addressed immediately because these are the root cause why there were fear and shyness. These implications urge educators to act not just as instructors but mentors, facilitators, and allies. The schools should strengthen the program of mentoring and professional learning communities, a kind of collaborative professional support where sharing of strategies reduces emotional burden of the teachers which may result to frustration and burnout. It maintains the sanity of well-being among teachers which sustain energy and creativity in the classroom when they feel supported.

Similarly, it appears that the use of interactive and engaging strategies was the core result of the study in coping with the issue of academic apathy. The application of practical and proactive strategies enhances classroom engagement where teachers must employ variety of lesson plans that promote interactivity and provide differentiated instruction caters and meet diverse needs of the students. The school must provide resources for experiential and project-based learning. The findings also suggest the development of soft skills like teamwork, creativity, adaptability, and communication. It was also implicated in the result of the study the continuous professional development of the teachers. Professional training, seminars, workshops, and advanced education were highlighted in the results as mitigating action to resolve the problem of academic apathy. Thus, the government department and policy makers should create programs that caters for teachers and allow them to seek opportunities for growth.

Furthermore, one of the most essential findings of the study were the requirement for shared effort of the school, parent, peers, and community. This idea implies that education was a collaborative and collective endeavor. The students experience web of support when schools, parents, peers and communities work together, hence it strengthens the motivation, resilience, and achievement of the students. Thus, to sustain students engaged in classroom, a policy must be made to institutionalize the systemic collaboration of students, school, peers, and community.

Additionally, the vital role of parents or guardians in molding the motivation and attitude of students towards learning is also the key findings of the study. It was suggested that home environment deeply influenced the students such as discipline, responsibility, and interest for education. Thus, parental involvement is significant to education. Education begins at home. This study implicates that parents or guardians were not just supporters but active participants in the journey of learning.

Moreover, the findings that implicate the systemic reforms, the need to transform structural curriculum. Based on the participants' insights, curriculum and policies should be adjusted in accordance with needs of the learners. They underscore the lasting educational reform needs curriculum flexibility, inclusivity, and mental health priorities. The academe should strengthen values and character education inculcation balancing academic and human-centered values. All these ensure more holistic outcomes for learners of the 21st century.

Finally, based on the result of this study, academic apathy is multifaceted issue in educational realm. It has so many factors and aspects. So much so, to fully understand this problem there is a need to dichotomize it by studying every root cause across diverse context like socioeconomic, school culture, teaching practices, role of

the family, or community participation. In this way, the problem may be resolved by putting up programs and policies coming from the stakeholders who is responsible for it.

CONCLUDING REMARKS

As I contemplate into the lived experiences of Values Education Teacher in addressing academic apathy, I came to realize the complexity of the problem. The scope of the issue involved various aspects of education. It encompassed the behavioral, environmental, strategical, emotional, relational, and structural nature. It is behavioral in nature in the sense that, as expressed by participants, the engagement of the students came from their enthusiasm towards the classroom participation. The avoidance behavior in classroom activities were common experiences of the participants. Yawning, restlessness, or distraction were signs of boredom shown by learners. Whispering, fidgeting, or side conversations interrupt focus were uneasy behaviors. Low self-confidence, reluctance to recite, shyness and fear of committing mistakes were behaviors encountered by participants which became barriers for communication and interaction. These findings were behavioral in nature based on the experience of participants.

It is environmental in nature in the sense that, as shared by the participants, because it came from the influence of the learners' surroundings. Overexposure to gadgets like cell phones, addictions to online games, and social media are often the consequences of shortened attention and divided focus. Peer influence that causes undesirable habits towards school responsibilities lessens motivation. Classroom environment that does not practice equality and inclusivity discouraged the learner from engaging in the classroom. These were environmental manifestations that highlighted the problem of academic apathy.

It is strategical in nature in the sense that, as what the participants conveyed, they need to adapt new strategies to combat the issue of disinterest. Shifting from a conventional strategy to a more interactive and engaging strategy or from teacher-centered to student-centered style of teaching were coping mechanisms suggested by the participants to address academic apathy. The application of role-playing, icebreakers, collaborative task, experiential activities and creative projects were the ways and means to mitigate academic apathy. These were strategies employed by the participant.

It is emotional in nature in the sense that, based on the results, academic apathy deeply affects the emotional component of the teacher. According to the participants, they feel sad and disappointed when they experience students show disinterest in the classroom discussions and activities despite the effort in preparation and of the lesson. For them, sustaining the interest of the students is emotionally exhausting and it drains the energy of the teachers. Not to discount the constant pressure they feel when adjusting or innovating their teaching strategies. Plus, the frustration they encounter when they receive no response and low performance from the students.

It is relational in nature in the sense that, based on the experiences of the participants, to lessen the problem of academic apathy they need to build a rapport with the students, eliminate all the discomforts they feel inside the classroom. Establishing mutual trust strengthens the positive relationship between the teacher and students. And not just that, the relationship between the teachers and their colleagues, including superiors, must also be positive because of the collaboration, mentoring, and consultation were the support needed by the teachers. The relationship between parent and student is a vital element to reduce academic apathy, parent support and involvement impacts students' performance.

And lastly, it is structural in nature in the sense that, based on the findings, there is a needed action to revisit the curriculum and the system. According to the shared experience of the participants, adjustments in the curriculum by shifting into a more student-centered structure. Strengthening the mandated policy of values integration to all subject matters is suggested by the participants. Flexible policies should be made to cater for the needs of diverse learners and community collaborations that promote academic programs. And most important, policies and implementation of prioritizing the mental health and well-being of the students, it is reported by Department of Education that there was a shortage of guidance counsellor in public school all over the Philippines.

The complexity of the issue of academic apathy made me come to a conclusion by remembering the saying “it takes a village to educate a child.” This saying implicates the collaborative effort of students, teachers, parents, school administrators, community, and policy makers to resolve the problem of academic apathy. This calls for us Filipinos to once more uphold our values of bayanihan, the communal spirit of unity, cooperation, and unify our thoughts and actions, wherein every stakeholder plays an active role, from moral guidance to financial support, educating the young people, future of the country. And with God’s grace, may this work inspire you to put more hope and effort into bringing our children into better future, a mature and responsible human person.

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