Learners' Grit, Self-Regulation, and Classroom Engagement

Roliel E. Babiera[1], Erlinda A. Quirap[2]

[1,2]Southern de Oro Philippines College, Cagayan de Oro City, Philippines
Department of Education, Misamis Oriental, Philippines

ABSTRACT: The complex interaction of personal characteristics and the learning environment has a substantial impact on learners' educational experiences. This study aimed to determine how grit and self-regulation are associated with the learners' classroom engagement. It sought to find out the learners' level of grit in terms of consistency of interest and perseverance of effort, self-regulation, and classroom engagement in terms of learner-learner, learner-teacher, and learner-class, and its significant relationships. The respondents were the 134 Grade 6 learners of the North-II District of Gingoog City. It utilized a questionnaire adapted from Duckworth's Grit Scale survey and Moilanen's Self-Regulation combined with a self-made questionnaire for engagement. The study made use of a descriptive correlational design utilizing a universal sampling among respondents. Moreover, it used Mean, standard deviation, and Pearson Product Moment Correlation (r) statistical techniques to treat the data of the study. Results revealed that learners' grit is Very High in terms of consistency of interest and High in perseverance of effort, and Very High in self-regulation. Moreover, the study concluded a significant relationship between learners' grit and classroom engagement, and learners' self-regulation and classroom engagement. Further, it recommended integrating learning activities in school programs such as homeroom guidance, Gender and Development, and Catch-up Fridays, as well as several learning areas that will enable the fostering of grit and self-regulation among learners.

KEYWORDS: Classroom engagement, consistency of interest, grit, perseverance of effort, self-regulation

I. INTRODUCTION

In today's dynamic education landscape, learning the many facets that influence successful learning and academic achievement is still a lifelong endeavor in the field of education. Among these variables, the complex interaction of personal characteristics and the learning environment substantially impacts learners' educational experiences. As crucial elements in this educational equation, the concepts of grit, self-regulation, and classroom engagement have emerged. Understanding the relationship between grit, self-regulation, and classroom engagement is essential, particularly for elementary learners as they navigate the pathways of learning and personal growth.

Grit is a term popularized by psychologist Angela Duckworth, which refers to perseverance and interest in long-term goals combined with the growth mindset to overcome challenges and setbacks (Crede, 2018). Though initially, grit had been primarily focused on adult populations, it has been currently linked to the learners' academic outcomes, both in primary and higher levels of education. It has significantly become the subject of scholarly inquiry. Meanwhile, self-regulation is a self-managed process that regulates an individual's mental capacities to reach learning outcomes (Doo & Bonk, 2020). Moreover, Kooken et al. (2021) see self-regulation as the ability of an individual to manage and understand one's behavior, feelings, and actions. With this, learners are said to focus on reaching academic goals in educational settings when they demonstrate self-regulation in their learning habits.

On the other hand, classroom engagement is a crucial aspect of learning. Olga-Baldwin and Nakata (2017) characterize it as a multidimensional construct encompassing cognitive, behavioral, and affective dimensions within the context of the classroom. It involves being fully attentive and having a positive attitude toward being ready to start socializing with others. Moreover, Lan and Moscardino (2019) see learners' engagement as a psychological trait that involves learners' willingness to engage in learning activities to gain knowledge or skills better. It is responsive to contextual factors and a good predictor of academic performance. It highlights how crucial behavioral (like participation), emotional, and cognitive engagement are to learning. Thus, it is the active involvement, interest, and enthusiasm they demonstrated in the learning process.

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In the context of elementary learners, grit and self-regulation encompass the skill and mindset needed to overcome persisting challenges that reinforce the impact of developing positive attitudes toward academic endeavors that affect their overall well-being. These help them be equipped with the essential tools to navigate the learning process and face obstacles with resilience. Hacisalihoglu et al. (2020) see grit as an important life skill that can go beyond the classroom, for it helps the learners by instilling setbacks and failures that do not reflect inadequacy but opportunities for growth and development. They added that learners with high grit can be equated to having higher academic success and personal achievement. Additionally, Kooken et al. (2021) report that when learners exhibit self-regulatory behaviors in their learning routines, they are seen to focus their efforts on achieving goals for learning in the academic environment. The interplay of grit and self-regulation brings relevant connections that impact their learning engagement.

Remarkably, the school aims to develop and cultivate perseverance and resiliency among learners to actively engage, develop, and grow in the learning process. This outlook boils down to possessing grit among learners. Hodge et al. (2018) study articulated the significant relationship between grit, engagement, and academic productivity among university learners. Their findings revealed that an individual with higher grit is more likely to have higher engagement, which can lead to academic productivity. This strongly supports the relevance of grit as a desirable learner characteristic that impacts the inclination of learners' engagement and learning outcomes in the various tasks and activities in school.

However, learners' motivation, behavior, thoughts, and feelings fluctuate as they face various circumstances that may affect their interest and perseverance. Oriol et al. (2018) mentioned that various academic studies demonstrated that grit and self-control have been related to willpower. They emphasized that self-control appears to influence thoughts, feelings, and stimuli directly and even promote delayed gratification, while grit is produced by keeping willpower stable and enriches the achievement of goals. With this, it is said that grit requires personal self-control or self-regulated learning mechanisms to maintain willpower and appropriately cope with impending hurdles.

In elementary school scenarios, learners focus on educational basics, fundamental skills, values, and attitudes that are essential for their daily lives. However, numerous learners face challenges sustaining their interest and perseverance, given their vulnerability to contextual circumstances that affect their learning attainment and could ripple across learning stages. Amidst this situation, they are encouraged by the school to attend classes and strive to provide for their needs to sustain their learning interest.

Considering this, it is essential to help the learners develop a mindset and skills that will enable them to persevere and become resilient amid setbacks, help them to engage in learning development, and lead toward the attainment of their academic goals. The researcher considered these situations to strengthen the learners' strategies for developing grit and self-regulation. He believed that cultivating grit and self-regulation among learners will enable them to boost their learning engagement, help them to stand still circumstances, and push them forward toward better learning outcomes. To take this step, he needed to gather proof that would surface the level of grit, self-regulation, and classroom engagement among learners.

The researcher sought to determine the relationship between learners' grit, self-regulation, and classroom engagement in Grade 6 in the seven (7) identified schools of North-II District, Division of Gingoog City.

This study used Duckworth's Grit Theory, which focuses on perseverance and interest in long-term goals. Tang et al. (2019) emphasized Duckworth's idea that the concept of grit has been defined as a source of psychological strength particular to Finnish culture and the general academic discourse. In fact, the Finnish word sisu, which is sometimes translated as grit, signifies a will to overcome difficulty and is seen by Finns as a symbol of their national identity.

Duckworth et al. (2021) highlighted that grit constitutes two facets: consistency of interest and perseverance of effort. Consistency of interest is the ability to sustain the same goals over an extended period, while perseverance of effort is the mindset and actions to work hard toward the goals amidst setbacks and challenges. They accentuated that perseverance and interest are key predictors of success. Moreover, Wang et al. (2021) pointed out that both facets of grit have significantly contributed to life and academic success. Consistency of interest is essential to intentional practice to acquire mastery, and perseverance of effort makes it easier to obtain mastery despite failure.

Hodge et al. (2018) mentioned that grit affects the learners' engagement and outcomes. They captured the point that gritty learners have a high level of engagement that may substantially lead to positive academic outcomes. This stressed the role of grit in the motivation and willingness of the learners to engage in active engagement.

Furthermore, Tang et al. (2019) have seen grit as playing an essential role in learning. They have perceived grit as a significant factor in learners' engagement and academic outcomes. Grit impacts the learners' engagement which is seen as its proximal outcome. Moreover, learners who work hard and possess an interest in what they do can likely overcome challenges, engage with others, and perform better. Given this, fostering grit is seen to be beneficial in order to activate and enhance learners' engagement in the classroom.

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Along with Grit theory, Zimmerman's Self-regulation Theory (SRT) was also used. It sees learners' perceptions of their capacity to conduct themselves appropriately and to experience the right emotions and behaviors to pursue worthwhile academic objectives (Kooken et al., 2021). When learners exhibit self-regulation in their learning habits, they can concentrate on achieving academic goals in educational environments. Learners function at the intersection of motivational beliefs and metacognitive processes, analyzing objectives, considering present abilities, processing criticism, and starting over.

According to Doo and Bonk (2020), self-regulation is the ability to control one's thoughts, feelings, and actions to achieve specific goals. Learners' engagement is of utmost priority in learner-centered settings, encouraging them to become proactive in learning activities. Given this, learners must practice self-regulated learning to maximize learning experience and engagement. Emphasizing self-regulation among learners helps them engage in self-directed processes that change their mental capacities and help them attain academic outcomes.

Moreover, according to Yoon et al. (2020), to participate positively and progressively in learner-centered teaching and learning methods, learners need to have self-control. As grit is revealed as a crucial factor in ensuring the sustenance of interest and perseverance in accomplishing positive educational achievement through the sturdy effort of not giving up, self-regulation makes way for autonomy and self-reliance among the learners. Given this, they affirmed that grit significantly impacts self-regulation in learning ability and educational satisfaction among learners. Learners with high grit levels in terms of self-control can engage more in learning and effectively cope in the learning process. Furthermore, they added that fostering grit and self-regulation among learners allows them to understand their active role in the learning process, which involves engagement.

Grit and self-regulation theories can also be associated with the new Basic Education Development Plan (BEDP) 2030 under Department Order No. 24, series of 2022. BEDP is a long-term strategy that is intended to be transformative and aims to address the underlying causes of quality problems, close access gaps, sustain and expand pertinent programs, introduce innovations in developing resiliency, and embed children's and youths' rights in education (DepEd, 2022). This constitutes pillars that include resiliency and well-being. This comprises intermediate outcomes that encourage steps in schools through programs and initiatives that help the development of resilience and well-being among learners. Equipping learners with coping skills and behavior will help them to protect their well-being and become resilient to positively react to change and obstacles in life, fostering engagement and academic success (Fenwick-Smith et al.,2018).

II. METHODOLOGY

The researcher made use of the descriptive correlational research design. It is a methodology employed in scientific inquiry to comprehensively examine relationships between variables. In this design, the main objective is to describe patterns of correlation between variables and ascertain the strength and direction of these relationships. In a descriptive correlational research design, data is collected through methods such as surveys, questionnaires, or observations. Researchers gather information about the variables of interest from participants and use statistical techniques to quantify the degree of relationship between these variables. This design offers insights into potential trends or connections between variables, providing a foundation for generating hypotheses or informing decision-making.

This study aimed to describe the nature of the situation as it exists and explores the level of learners' grit in terms of consistency of interest and perseverance of effort, and self-regulation in the classroom engagement among Grades 6. A test of correlation was done to identify the correlation between learners' grit and self-regulation and learners' engagement. Lastly, using this research design, a relationship among these variables was obtained.

This study utilized a descriptive survey questionnaire adapted from the Duckworth Grit Scale survey questionnaire and Moilanen's Self-Regulation questionnaire, combined with a self-made questionnaire for the engagement to gather the needed data from the respondents. The researcher modified the questionnaires into one and created indicators suited to the level of the respondents with vernacular translation for the contextualized understanding of the questions. The questionnaire measured the grit level of Grades six (6) in terms of consistency of interest, perseverance of effort, and level of self-regulation, classroom engagement of the learners in terms of learner-learner, learner-teacher, and learner-class. The relationship between learners' grit, self-regulation, and classroom engagement was then obtained.

III. RESULTS AND DISCUSSION
Problem 1. What is the level of learners' grit in terms of:
      1.1. consistency of interest; and
      1.2. perseverance of effort?

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Table 1. Overall learners' grit level

Indicators	Mean	SD	Description	Interpretation
Consistency of Interest	4.29	0.56	Very Much Like Me	Very High
Perseverance of Effort	4.20	0.56	Mostly Like Me	High
Overall	**4.25**	**0.56**	**Very Much Like Me**	**Very High**

Note: 4.21-5.00 Very High 3.41-4.20 High   2.61-3.40 Moderate   1.81-2.60 Low   1.00-1.80 Very Low

Table 4 presents the learners' level of self-regulation. It has an overall Mean of 4.24 with SD= 0.56, which is described as Very Much Like Me and interpreted as Very High. This implies that learners actively engage in self-regulation, demonstrating their ability to control their thoughts, emotions, and actions in response to the demands of different situations. The learning context holds immense importance as it equips learners with the skills to manage themselves within the educational environment (Lan & Moscardino, 2019). This capacity enables them to establish self-directed processes, allowing the expression of relevant thoughts, feelings, and actions conducive to effective learning (Kooken et al., 2021). The practice of self-regulation in learning is particularly beneficial, as it empowers learners to maintain focus and significantly enhance their academic achievements.

This finding aligns with Green (2017) perspective, emphasizing that self-regulation encompasses both a skill and a will. In the context of self-regulated learners, the possession of skills implies having effective strategies to navigate various learning situations, enabling them to approach educational tasks with proficiency. Additionally, the positive will of self-regulated learners involves cultivating favorable emotions that drive their initiation of learning tasks and the persistence to overcome challenges and achieve goals. Self-regulation acts as a dual force, equipping learners with the practical skills to manage their approach to learning situations and fostering the motivational will to engage proactively with tasks. By actively managing themselves and their environment, self-regulated learners maximize their learning experiences.

Furthermore, Kooken et al. (2021) substantiated that learners tend to channel their efforts toward task accomplishment and goal attainment when they integrate self-regulatory behaviors into their learning routines. The manifestation of these self-regulatory behaviors equips learners with the adaptability needed to navigate diverse learning situations effectively. Consequently, learners develop a learning-oriented and goal-driven mindset, positively impacting their educational endeavors. By cultivating self-regulation, learners are better equipped to navigate the learning experience with a sense of autonomy and purpose, contributing to their overall success in learning.

Moreover, among the facets of grit, *consistency of interest* has the highest Mean of 4.29 with SD= 0.56, which is described as Very Much Like Me and interpreted as Very High. This means that learners possess a high consistency of interest in their grit level. Keeping a sustained interest is crucial for them as it motivates them to work hard and achieve their goals. It emphasizes the importance of staying interested in tasks among elementary learners, as it helps them engage in activities and stay focused on accomplishing their goals. This significantly shows that consistency of interest in grit emphasizes the importance of motivation in shaping their determination, ultimately contributing to their success in reaching their goals (Zhao et al., 2018). This finding diverges from several studies, contradicting the weaker predictive perspective on the consistency of interest portrayed by Muenks et al. (2018), Wang et al. (2021), and Lee (2022).

In contrast, Hein et al. (2019) proved a robust predictive result for consistency of interest, highlighting its substantial impact on learners' persistent engagement in activities. Learners' interests are naturally inclined toward activities that contribute to their learning development, and a sustained interest significantly aids them in achieving their educational goals. Furthermore, Datu et al. (2019) bring attention to the noteworthy perspective that neither facet consistently outperforms the other, emphasizing their collective significance in evaluating individuals' grit levels. This negates the notion of one facet being the sole metric for assessing grit, reinforcing that consistency of interest is a potent and influential facet of grit.

On the other hand, the facet, *perseverance of effort,* has the lowest Mean of 4.20 with SD= 0.56, which is described as Mostly Like Me and interpreted as High. Inconsistent with several other studies, the current study resulted in the perseverance of effort being the lowest among the two facets. However, the high result shows the relevance of perseverance and effort as a facet of grit. This underscores the critical need for nurturing perseverance among learners, as it serves as a dynamic force propelling them toward their goals in the face of challenges. Perseverance, a pivotal aspect of grit, is vital for learners, complementing their interests. The commitment to striving diligently empowers them to navigate the learning process with resilience, particularly when confronted with the complexities of tasks or activities (Disabato et al., 2019). Through the sense of perseverance, learners will be equipped with the determination needed to overcome obstacles and persist in their pursuit of

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knowledge and skill development (Martin et al., 2022). Thus, fostering perseverance ensures learners to effectively navigate the complexities inherent in their learning endeavors.

As Foster (2021) emphasized, the early cultivation of perseverance in learners, particularly at the elementary level, proves instrumental in their ability to set and attain short- and long-term goals. This process facilitates the closing of academic gaps and fosters sustained accountability, paving the way for success in future endeavors. Foster's findings indicate that learners adopting positive feelings, strategies and goal-oriented mindsets demonstrate a higher likelihood of perseverance, contrasting with those who hold negative outlooks, self-doubt, or uncertainty. This cultivation of perseverance serves as a transformative bridge, linking learners' positivity, capabilities, and determination, empowering them to confront challenges, uncover the silver lining, and accomplish their goals.

Furthermore, Lee (2022) underscores that learners exhibiting heightened perseverance of effort display a diligent approach in completing challenging tasks, showcasing perseverance's role in fortifying their resolve amid the complexities of learning. This resilience not only enhances their willingness to strive but also propels them to become actively involved in learning engagements, ultimately achieving their goals. Xu et al. (2023) further accentuates the cultural significance of perseverance, highlighting it as a crucial value that learners uphold on their path to success. This suggests that respondents value perseverance as an integral aspect of their approach to task completion and goal achievement.

Problem 2. What is the level of learners' self-regulation?

Table 2 presents the learners' level of self-regulation. It has an overall Mean of 4.24 with SD= 0.56, which is described as Very Much Like Me and interpreted as Very High. This implies that learners actively engage in self-regulation, demonstrating their ability to control their thoughts, emotions, and actions in response to the demands of different situations. The learning context holds immense importance as it equips learners with the skills to manage themselves within the educational environment (Lan & Moscardino, 2019). This capacity enables them to establish self-directed processes, allowing the expression of relevant thoughts, feelings, and actions conducive to effective learning (Kooken et al., 2021). The practice of self-regulation in learning is particularly beneficial, as it empowers learners to maintain focus and significantly enhance their academic achievements.

Table 2. Learners' level of self-regulation

	Indicators	Mean	SD	Description	Interpretation
1.	I can focus on what I am doing.	4.44	0.51	Very Much Like Me	Very High
2.	I listen to others first before I say something.	4.34	0.55	Very Much Like Me	Very High
3.	I show respect to other people.	4.49	0.50	Very Much Like Me	Very High
4.	I can wait for my turn patiently.	3.93	0.61	Mostly Like Me	High
5.	I think about what will happen to my actions before deciding.	3.81	0.65	Mostly Like Me	High
6.	I keep my things organized.	4.42	0.52	Very Much Like Me	Very High
	Overall	**4.24**	**0.56**	**Very Much Like Me**	**Very High**

Note: 4.21-5.00 Very High 3.41-4.20 High 2.61-3.40 Moderate 1.81-2.60 Low 1.00-1.80 Very Low

This finding aligns with Green (2017) perspective, emphasizing that self-regulation encompasses both a skill and a will. In the context of self-regulated learners, the possession of skills implies having effective strategies to navigate various learning situations, enabling them to approach educational tasks with proficiency. Additionally, the positive will of self-regulated learners involves cultivating favorable emotions that drive their initiation of learning tasks and the persistence to overcome challenges and achieve goals. Self-regulation acts as a dual force, equipping learners with the practical skills to manage their approach to learning situations and fostering the motivational will to engage proactively with tasks. By actively managing themselves and their environment, self-regulated learners maximize their learning experiences.

Furthermore, Kooken et al. (2021) substantiated that learners tend to channel their efforts toward task accomplishment and goal attainment when they integrate self-regulatory behaviors into their learning routines. The manifestation of these self-regulatory behaviors equips learners with the adaptability needed to navigate diverse learning situations effectively. Consequently, learners develop a learning-oriented and goal-driven mindset, positively impacting their educational endeavors. By cultivating self-regulation, learners are better equipped to navigate the learning experience with a sense of autonomy and purpose, contributing to their overall success in learning.

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Moreover, the indicator, *I show respect to other people*, has the highest Mean of 4.49 with SD= 0.50, which is described as Very Much Like Me and interpreted as Very High. This means that learners exercise respect as part of how they regulate themselves. One crucial aspect of learners' self-regulation involves directing attention to the behavioral and social dimensions essential in learning situations and engagement. Respect is an integral behavioral trait in this context, as it plays a vital role in shaping learners' interactions with others during their learning endeavors. By fostering respect as part of their behavior and character, self-regulated learners highlight the importance of positively engaging with other individuals within the learning environment.

This finding is supported by Siregar et al. (2018), emphasizing that enhancing self-regulation among learners substantially impacts shaping their characters. By cultivating self-regulation, learners can develop positive traits that contribute to the overall build-up of their character. As a result, individuals with well-developed character traits are inclined to approach learning with a positive mindset across diverse learning situations.

On the other hand, the indicator, *I think about what will happen to my actions before deciding*, has the lowest Mean of 3.81 with SD= 0.65 , which is described as Mostly Like Me and interpreted as High. This implies the importance for learners to actively incorporate critical thinking into their decision-making process. Critical thinking, integral to self-regulation, enables learners to analyze situations with a discerning mindset, ultimately leading to more informed and effective decision-making outcomes. When self-regulated learners harness their critical thinking skills, they can carefully approach various learning situations or challenges. This entails considering multiple perspectives, evaluating evidence, and making well-reasoned decisions. Integrating critical thinking empowers learners to navigate complexities and make informed choices, contributing to their overall ability to thrive in diverse learning and life scenarios.

Maksum et al. (2021) highlight that critical thinking is vital for learners practicing self-regulation. Through self-regulation, learners organize thoughts and maintain focus by controlling the thinking process. This enables thoughtful processing of information, leading to well-defined decision outcomes when taking action in various learning situations. Thus, the synergy of critical thinking and self-regulation empowers learners to make informed decisions in learning processes.

Problem 3. What is the level of learners' classroom engagement in terms of:
    3.1. learner-learner;
    3.2. learner-teacher; and
    3.3. learner-class?

Table 3. Overall learners' level of classroom engagement

Variables	Mean	SD	Description	Interpretation
Learner-learner	4.34	0.56	Very Much Like Me	Very High
Learner-teacher	4.43	0.55	Very Much Like Me	Very High
Learner-class	4.45	0.55	Very Much Like Me	Very High
Overall	**4.41**	**0.55**	**Very Much Like Me**	**Very High**

Note: 4.21-5.00 Very High   3.41-4.20 High   2.61-3.40 Moderate   1.81-2.60 Low   1.00-1.80 Very Low

Table 8 contains the overall learners' level of classroom engagement. It has an overall Mean of 4.41 with SD= 0.55, which is described as Very Much Like Me and interpreted as Very High. This means that learners are actively participating in their learning environment by interacting with their co-learners, teachers, and class. They are taking part in activities that demand their involvement and promote engagement. The fact that they actively engage demonstrates their eagerness to connect with others, allowing them to immerse themselves in diverse learning tasks. Additionally, they recognize the significance of engagement in their learning process. By actively participating, they pave the way for better learning outcomes, indicating that their commitment to involvement plays a vital role in enhancing their overall learning experience.

This valuable finding is related to Olga-Baldwin and Nakata (2017), who emphasized that learners thrive when they are fully attentive, maintain a positive attitude, and are ready to engage socially with others. When fully engaged, learners stay focused, actively think, and enjoy the learning process. It is vital for learners because their eagerness to participate in learning activities is fueled by their desire to gain knowledge and skills, ultimately leading to academic success (Lan & Moscardino, 2019). Recognizing the importance of both active participation and emotional and cognitive aspects underscores the significance of

learners being genuinely interested and enthusiastically committed to their learning journey. In simpler terms, when learners are excited and involved in their learning, it often results in better academic outcomes.

Moreover, *Learner-class* has the highest Mean of 4.45 and SD= 0.55, which is described as Very Much Like Me and interpreted as Very High. Among the three indicators of engagement, this is considered the highest one. This indicates that learners are highly involved in their classes. They enthusiastically attend school and participate in learning activities with enthusiasm. Feeling a sense of belonging, they enjoy engaging in activities and promoting order and respect, allowing for a conducive learning environment. They recognize the importance of active participation in class as crucial for their learning. Learners are keen to be part of the classroom experience and contribute to a positive and enriching learning experience. This finding holds significant importance for understanding how learners engage in the classroom, extending beyond just measuring their academic achievements (Wiggins et al., 2017).

According to Ucar et al. (2017), classroom environments that offer autonomy support, motivating tasks, and assessment focused on mastery contribute to learners' engagement. Additionally, cultivating a learning environment where learners feel respected and valued, encouraging student support and helpful feedback will significantly reinforce learners' enthusiasm to participate in class activities (Rohi & Muslim, 2023). Establishing an inclusive and supportive classroom environment that nurtures every learner's learning engagement and sense of worth encourages improvement in the learning outcomes (Anderson, 2022).

On the other hand, *Learner-learner* has the lowest Mean of 4.34 with SD= 0.56, which is described as Very Much Like Me and interpreted as Very High. Though regarded as the lowest among the three indicators, it is also interpreted as Very High. This means that learners actively engage with their co-learners. Interacting with classmates enhances their learning experience, making them feel at ease and backed up. The learners value their relationships with classmates as a significant aspect of their engagement. Thus, engaging with classmates plays a crucial role in learners' overall engagement and satisfaction of the learning experience. This finding highlights the crucial role of encouraging learners' engagement with their co-learners. Peers play a significant part in shaping learners' behavior by offering emotional support, academic guidance, companionship, and motivation, fostering a sense of comfort in the school environment (Ansong et al., 2017). When learners receive support from their peers, their engagement levels tend to rise, leading to better academic results.

According to Oyarzun et al. (2018), interactions between learners characterized by collaboration and cooperation positively impact both academic achievement and satisfaction. Additionally, peer relationships influence learners' attitudes, skills, and behaviors (Yang et al., 2018). Recognizing the friendships that form among learners promotes a more effective exchange of ideas and thrives in a supportive and emotionally positive climate, nurturing positive relationships that encourage higher levels of engagement and motivation in school (Muñoz-Hurtado, 2018).

Consequently, the evolving relationships learners develop with their peers continue to significantly influence their ability to actively engage within the school environment (Ansong et al., 2017). Thus, fostering positive interactions among learners helps create a supportive atmosphere where learners feel comfortable, motivated, and engaged in their learning.

Problem 4. Is there a significant relationship between learners' grit and classroom engagement?

Table 4. Test correlation on learners' grit level and classroom engagement

Learners' Grit Variables	Engagement			
	r-value	p-value	Decision	Interpretation
Consistency of Interest	0.492	0.001	Reject Ho	Significant
Perseverance of Effort	0.484	0.001	Reject Ho	Significant

Note: Significant if the computed p-value is less than 0.05 level of Significance

Table 4 contains the test correlation between the independent variable, learners' grit level with its sub-variables, consistency of interest and perseverance of effort, and classroom engagement as the dependent variable. It can be gleaned that the relation of the variables is tested at a 0.05 level of significance. This means that learners' grit has a significant relationship with their classroom engagement. Both the consistency of interest and perseverance of effort are connected to the level of classroom engagement of the learners with the respective p-values of 0.001, far less than 0.05. Thus, the test correlation analysis generated that the null hypothesis of grit is rejected yielded a significant correlation between learners' grit and classroom engagement.

The findings suggest a strong relationship between learners' grit and their level of classroom engagement within the North-II District, Division of Gingoog City. Grit plays a pivotal role in shaping learners' attitudes and actions. Learners possess grit,

which demonstrates a keen interest in and a steadfast determination to participate actively in various learning activities (Tang et al., 2019). Learners with higher levels of grit are more likely to maintain consistent interest. They do not just give up when faced with challenges; instead, they exhibit resilience and persistence in overcoming challenges that come their way (Zhao et al., 2018). This perseverance of effort has become crucial for staying focused and motivated, especially when activities become difficult or tedious (Tang et al., 2019).

Furthermore, the findings indicate that learners who possess both interest and perseverance tend to experience higher levels of engagement overall (Dennison, 2020). This implies that their involvement in learning activities is not just seeming; rather, it is deep and meaningful, driven by their motivation and commitment to achieving their goals. As a result, they are more likely to actively participate in learning engagement.

This finding supports Dennison (2020) study, which posited that higher levels of grit among learners profoundly impact their overall engagement. The essence of this impact lies in the relationship between grit and engagement within learning environments that prioritize active participation and involvement.

Additionally, the study by Qurratuaini et al. (2022) further supports this notion by highlighting the dual influence of grit on academic engagement. They underscore the role of social support in facilitating positive engagement among learners, thereby fostering their grit and perseverance.

Moreover, considering the context of learners in rural schools, where unique challenges are prevalent, this finding offers a pertinent perspective. It resonates with the ideas presented by O'Neal (2018), who suggested that minority learners facing underachievement in challenging environments might attribute their struggles more to a perceived lack of grit rather than external factors. However, O'Neal also emphasizes the importance of recognizing the diversity of grit and its outcomes. He suggests that the significance of individual grit may vary, particularly in collectivist cultures where communal values may influence its interpretation and application (O'Neal, 2018).

Problem 5. Is there a significant relationship between learners' self-regulation and classroom engagement?

Table 5. Test correlation on learners' self-regulation and classroom engagement

Self-Regulation	Engagement			
	r-value	**p-value**	**Decision**	**Interpretation**
	0.498	0.001	Reject Ho	Significant

Note: Significant if the computed p-value is less than 0.05 level of Significance

Table 10 shows the test correlation between the independent variable, learners' self-regulation level, and engagement as the dependent variable. The relation of the variables is tested at a 0.05 level of significance. This means that learners' self-regulation has a significant relationship with their engagement. Self-regulation correlated the level of classroom engagement of the learners with a p-value of 0.001, far less than 0.05. Accordingly, the test correlation analysis showed that the null hypothesis of self-regulation was rejected and yielded a significant relationship between learners' self-regulation and engagement.

The findings reveal a strong correlation, with an r-value of 0.498, between self-regulation and the engagement of the learners in the North-II District, Division of Gingoog City. This indicates that learners actively participate and engage while demonstrating self-regulation. Self-regulation enables them to manage their thoughts, emotions, and actions, facilitating their engagement process. A significant relationship between self-regulation and classroom engagement is the ability to resist distractions and maintain focus on activity. Additionally, self-regulated learners can set and achieve their goals effectively, enhancing their motivation and engagement (Kooken et al., 2020). Moreover, self-regulated learners are more resilient in the face of challenges, contributing to sustained engagement in learning. Self-regulation positively helps with learning achievement, emphasizing its importance in promoting meaningful engagement in learning. Thus, nurturing self-regulation among learners is essential for enhancing their engagement and overall success (Green, 2017).

This finding is supported by Kooken et al. (2021) as they highlight self-regulation as a facilitative tool that enables learners to skillfully navigate their learning engagements within an adaptive and interactive learning environment. Learners who exhibit self-regulation in learning behaviors can direct their efforts toward achieving academic goals, fostering independence and responsibility. Consequently, the more learners self-regulate, the more they become positively active in engagement, instilling confidence and efficacy in their abilities, which strengthens emotion toward the completion of the activity (Kooken et al., 2021).

Additionally, Park and Kim (2022) support that learner with heightened self-regulatory tendencies are more inclined to participate in co-regulation with their peers, further enhancing their engagement and collaborative skills. Remarkably, the

extent of learners' self and co-regulation notably shapes their degree of classroom engagement, suggesting that self-regulation enables learners to maximize their capabilities for active participation and positive engagement in the learning environment (Park & Kim, 2022). Self-regulation promotes adaptability and transferable life skills beyond the classroom, contributing to learners' overall success.

IV. CONCLUSIONS

Based on the findings mentioned above, the following conclusions are drawn from the study:

1. Learners are gritty, and they consistently pursue their interests, which keeps them committed to their goals and encourages them to undertake tasks or activities that are aligned with their preferences.

2. Learners effectively manage their thoughts, emotions, and actions to adapt to different situations in their learning environment. Moreover, self-regulating allows them to show respect to others, leading to building good relationships.

3. Learners actively engage in their classes, showing enthusiasm and involvement in various activities.

4. There is a significant relationship between grit and the classroom engagement of the learners. Their interest and effort contribute to their active engagement, showing that possessing grit positively influences classroom engagement.

5. There is a significant relationship between self-regulation and the classroom engagement of the learners. By exercising self-regulation, they effectively engage in the classroom, which allows them to adapt to different learning situations and pursue active involvement in learning.

V. RECOMMENDATIONS

The following recommendations are derived considering the results and conclusions of the study:

1. Learners can create personalized self-reflection notes for them to share and reflect on how they go over activities. This will help to foster a habit of identifying both successes and needs to improve, which enables them to enrich their perseverance by recognizing their strengths and what they need to do more.

2. Teachers can support learners in improving their decision-making skills by incorporating scenario-based learning activities in their lessons that are aligned to competencies in ESP or MAPEH-Health. Providing opportunities for learners to make decisions and reflect on their choices enhances their ability to regulate their actions and behaviors.

3. Learners can improve their engagement among their co-learners by actively participating in peer and group activities and learning circles in the classroom through the facilitative support of teachers. Creating opportunities for peer-to-peer engagement fosters meaningful relationships and a supportive learning environment where learners feel motivated to participate actively.

4. School heads can integrate sessions focused on fostering grit in the school's Homeroom Guidance program under the personal and social development learning areas. By integrating activities to enrich interest and perseverance, learners can cultivate essential life skills that contribute to their learning and personal growth, preparing them for future challenges and successes and engaging in the classroom effectively.

5. School Heads can develop a structured self-regulation program integrated with the Gender and Development (GAD) and catch-up Fridays through Values Education. This activity includes short sessions to help learners enrich themselves with practical practices to manage their mental, behavioral, and emotions effectively, ensuring a supportive environment for holistic development and better classroom engagement.

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