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## Research Article

### A Sequential Explanatory: The Academic Risk-taking among Tenth Graders in Public Senior High School

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#### ABSTRACT

This sequential explanatory research aims to determine the academic risk-taking of tenth graders. The result of the study was the basis of the proposed intervention plan to improve their confidence, support, and motivation to take risks in their academics. A mixed-method sequential explanatory design was used, involving 103 tenth graders in one of the public schools in Cluster I Schools Division of Pampanga. The study revealed that fear of failure, lack of support and motivation, discouragement, judgment, and low self-esteem are why they are not taking risks in their academics. Moreover, the study discovered that this is why the participants struggle with their academic curriculum and have less interest in academics. It affects the participant's behaviour and the school's performance. Even though it is difficult to feel supported because of the environment that they have and how their relationships with the people around them actually work, the findings eventually shed light on the factors that contribute to the student's level of academic risk-taking. They need the support and motivation of their families and friends, encouragement to have high self-esteem and to be motivated to take risks without worrying about failure, and the willingness to take risks despite the difficulties that they may encounter so that they will achieve their goals of having good grades and boost their confidence to try new things beyond their capabilities. Therefore, the researchers made an intervention plan to address and improve the student's academic risk-taking behavior.

Recommendations included providing better equipment, comprehensive trainings on crisis communication, news writing and cybersecurity, fostering organizational collaboration, and recruiting

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specialists. Finally, a Course Instructional Guide for Public Affairs Officers was developed and proposed for adoption and implementation to hone their effectiveness in promoting the PCG's mission and functions.

**Keywords:** *Discouragement, Fear of Failure, Judgement, Lack of Support and Motivation, Level of Academic Risk-Taking, Low Self-esteem, Sequential Explanatory*

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## Introduction

Nowadays, students tend to take risks in their academic performance without a plan or decision-making. That is why some students are impulsive when making decisions. Students decide based on their desire to do new things; it is a responsibility that can lead to success or failure. It is their chance to show their talent and creativity in any task. Students are given a chance to see whether they accept this challenge or not. There are barriers to the factor the fact that students cannot take academic risks. It is because they are afraid of being judged. Some students do not want to take risks with their academic performance due to low self-esteem. It is because they are afraid to participate in their class and public speaking that affects the learner's performance in school. Therefore, many opportunities were wasted in their way. For this reason, it is critical to figure out how to take chances in the classroom.

Learning the students' academic risk-taking will help them make good decisions about their choices and ensure that it will lead them in the right direction with guidance rather than pressure. In addition, the students will improve their self-esteem and skills in their study, which opens up new opportunities and avoids educational bad hobby and bad attitudes towards education. Although their doubts may involve taking risks, some actions can result in unexpected growth or perhaps take their career differently.

Academic risk-taking is a skill that all learners need to learn in order to succeed academically. It refers to a method where learners engage in more challenging work to obtain a greater chance to develop their studies despite the possibility of failure. Abercrombie et al. (2022), wherein the study of Behice & Esra (2019) defined the success level of the learners in Turkish. The success level will also increase

if the learner's risk-taking level increases. In addition, Barber (2020) found that students who chose easy questions were categorized as performance avoiders. Therefore, findings imply that students' perceptions could affect their performance-avoidance goal orientation, which might then influence their willingness to participate in tasks that are quite challenging. Furthermore, the study by Ablak (2020) stated that academic risk-taking is not uniform; learners are willing to take risks in one subject, but there is a time when they are not willing to take risks in another subject due to learners not having a passion for the same academic task.

Additionally, the Fryt *et al.* (2022) study discusses how learners take risks to achieve specific goals. Even though the outcomes can be positive or negative, some learners make risky decisions to impress their peers and friends. As Cherry (2020) stated, it is essential for learners to feel supported, like they belong, and comfortable inside the classroom to boost their confidence to take academic risks. Therefore, Oxford professors encourage learners to take risks in their academics by giving them complex intellectual challenges that can help them voice their opinions. Furthermore, they established a grading system that rewards the learners who learn through their mistakes (Baigent, 2019). Moreover, taking risks may result in the development of new abilities. Learners are encouraged to take risks in their classroom to try new things and may discover a new passion for themselves (Winfrey *et al.*, 2020).

Additionally, Hübner & Pfof (2024) considered academic risk-taking (ART) to be a valuable tool that can help students widen their knowledge by gaining access beyond the formal curriculum. As a result, it becomes more important to highlight how students take constructive risks and apply their findings to academic situations. Clemente *et al.* (2019) said

that peers can have positive and negative impacts on the academic risk-taking decisions of the learners. It either leads them to an opposing side that cannot help or makes it worse in their academic performance, or on the positive side, it will improve their risk-taking decisions. Mitton & Murray-Orr (2021) demonstrate how to support and assist vulnerable learners in educational settings and provide insights into how educators foster an environment where learners can take risks in their academics. As indicated by Henderson *et al.* (2023), the absence of learners can be a barrier to improving their academic performance, and their attendance record can identify their academic risk outcomes. As said by Nacaroglu *et al.* (2020), the learning orientation of gifted students influences their academic risk-taking decisions. Because of that, they tend to take risks in their academic performance. The teacher's autonomy support can motivate learners to take risks in their academic performance, and support for autonomy can also help students' aspirations for success and the learner's performance in science, as stated by Tan *et al.* (2023). Additionally, Mendoza *et al.* (2022) investigated how anxiety and self-efficacy relate to taking risks in the classroom among college students in the Philippines. Students who believe in their abilities to succeed are taking chances in their academic work.

Moreover, the paper of Kiran *et al.* (2021) aimed to investigate the self-compassion of the learners through their risk-taking behaviour. As one of the subdimensions of risk-taking behavior, suicidal propensity was found to have a substantial association with self-compassion in this study. This study investigates how learners' propensity to take academic risks is predicted by academic procrastination, loss of control, and perfectionism. It shows that several activities can be planned so that the learners can take risks in their academic lives and show less procrastination. This was concluded by Akbay *et al.* (2020). Consequently, Ravert *et al.* (2019) explored the types of purposeful and adaptive risks that might be particularly worth taking. The desire of the learners to step out of their comfort zone for personal growth and

success is essential during the transition of their lives from adolescence to adulthood. The results show ways to promote learners' personal growth and academic success in higher education environments. In some uncertain situations, learners are expected to actively participate in taking risks with their education. This study demonstrates how learners' levels of autonomous learning and academic risk-taking focusing on social studies were assessed. The findings show that parental attitudes do not affect autonomous learning, with a difference favoring female learners. Risk-taking in the classroom is higher among students who believe they will succeed. Karademir *et al.*, (2019). The current schedule of the learners can identify their academic performance. It will be challenging for the learners if their schedule is incompatible with their willingness to take risks or grab opportunities that will improve their academic performance or achievement, as studied by Colminar *et al.* (2020).

Academic risk-taking is how the learners can achieve their goals in their curricular performance; it will help them improve their skills and self-esteem and overcome their weaknesses. This study will show the level of risk-taking decisions of the learners, including their motivation and the barriers to taking risks in their academic performance.

However, this research cannot occupy the outside curricular performance of the learners. This is only focused on the motivation, influence, and barriers to taking risks in academic performance. The study cannot assure that it will help other learners take academic risks. Thus, this study is carried out to determine the academic risk-taking among tenth graders inside the school, with the expectation that it will be addressed soon.

The research could help determine the academic risk-taking level of the learners and the reason why they are taking risks in their curricular performance. Using this knowledge, the researchers can determine the influence of academic risk-taking through an intervention plan, which could lead to improving their skills and curricular performance.

## Conceptual Framework

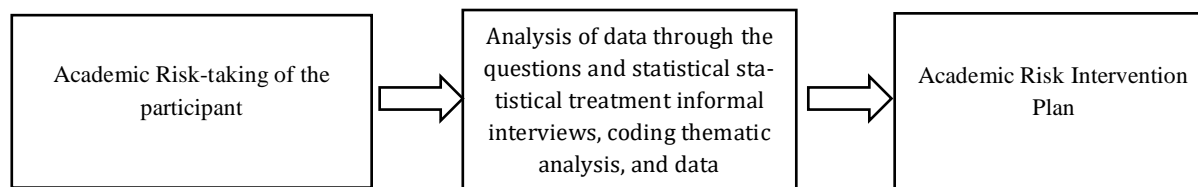


Figure 1. Paradigm of the Study

## Methods

This study adapted the p-model. The first frame includes the academic risk-taking of the participants. At the same time, the second frame is all about analyzing the gathered data through the questions, statistical treatment, informal interviews, coding thematic analysis, and data analysis. The third frame is the researcher's academic risk-taking intervention plan.

## Statement of the Problem

The researchers aim to determine the academic risk-taking among tenth graders in one of the secondary schools in Cluster 1 Division of Pampanga during the academic year 2023-2024. Based on the study's findings, an intervention plan will be developed.

This research specifically aims to respond to the following question:

1. How may the academic risk-taking of the respondents be described?
2. What are the reasons behind the academic risk-taking of the respondents?
3. Based on the quantitative findings, what are the reasons behind participants' fear of failure, lack of confidence, or inadequate support?
4. Based on the study's findings, what academic risk-intervention plan may be proposed?

## Significance of the Study

This inquiry aims to determine the student's level of academic risk-taking.

**Students.** Learners can benefit from this study by being aware of their level of risk-taking in their decisions to develop their skills and academic performance; if they have the confidence to take risks, this will boost their self-esteem.

**Teachers.** This study can also help teachers identify the desire of students to improve their performance levels through the risk-taking of student teachers who are aware of the issue, which will help the students encourage them to do something new.

**School Administrators.** This can provide them with ideas on the learners' academic risk-taking level. It will serve as a basis for them to help the learners with risk-taking decisions. Thus, they have ideas for encouraging learners to take academic risks.

**The Future Researchers.** This study can help create a foundation for future research on related topics, such as students' risk-taking decisions in different tasks, their goals, and their desire to improve their academic performance.

## Scope and Delimitation

In this study, the researchers in one of the public schools in the Cluster 1 Division of Pampanga aim to find out the rate of academic risk-taking of the tenth graders and the factors that influence their risk-taking decisions. The participants were junior high school students from the academic year 2023-2024. However, this study was limited to the curricular performance of the learners inside their school. The second phase was the qualitative data collection and analysis to explain the research variables further.

## Definition of Terms

**Academic Risk-** describes situations in which students attempt to learn but fail to do so. Among other traits, it is associated with a preference for challenging tasks and a drive to become proficient in certain areas (Abercrombie, 2022). This study refers to the learners involved in academic risk-taking to enhance their

skills and improve their curricular performance.

**Intervention Plan-** a blueprint for helping a learner build specific skills or reach a goal (Buckle, 2023). In this study, it will refer to the plans or structured opportunities for the learners to achieve goals in their curricular performance.

**Tenth Graders** - This is used in education to describe a learner who is currently enrolled in the tenth grade (US Department of Education, 2019). In this study, the respondents will be qualified enrolled learners.

## Method

### Research Design

Sequential explanatory is the research design used for this study. In mixed methods, sequential explanatory design is a two-phase process whereby the researchers gather and examine the quantitative data first. After that, based on the findings of the quantitative data, they would gather and examine qualitative data. To explain the quantitative data, they made use of the qualitative data (Crestwell & Crestwell, 2018).

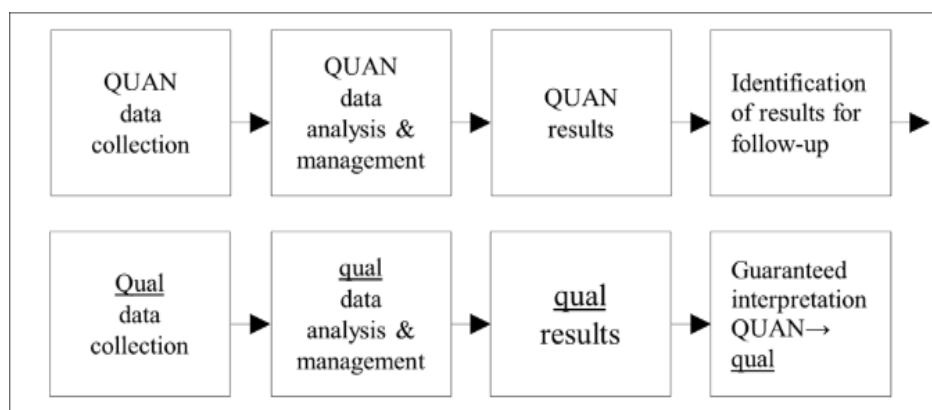


Figure 2. Explanatory follow-up model of the sequential explanatory design

By increasing the particular, contextualized insights from qualitative data and the externally valid, generalizable insights from quantitative data, a mixed-method approach enabled the study to gain a deeper understanding of the academic risk-taking of tenth graders. It assisted in developing a more profound comprehension of a specific subject using a sequential explanatory approach, as stated by George and Merkus (2021). Moreover, this approach was explained as a "cause and effect" paradigm, which examined current data to find previously undiscovered patterns and trends. It is commonly regarded as a type of causal study.

The quantitative and qualitative phases make up the study's two sections. They began with the quantitative data collection and analysis of the participants in one of the public schools in Cluster 1 Division of Pampanga. In determining the academic risk-taking of the learners, the researchers adopted the Academic Risk-Taking Scale.

### Respondents / Participants

#### Phase 1: Quantitative

The respondents of this study were grade ten learners in one of the public schools in Cluster 1 Division of Pampanga during the AY 2023-2024, who served as the study's respondents. In selecting the respondents, the researchers set the criteria that participants must be tenth graders who are bona fide students in their chosen school. A stratified random sampling technique is employed to find the respondents for this study. As stated by Thomas (2020), the term "strata" refers to the homogeneous sub-populations that researchers create from a population using predetermined criteria (such as race, gender identity, location, etc.).

#### Phase 2: Qualitative

The participants of the study were those considered outliers in the quantitative result. They were able to participate and met the qualifications to be considered as a participant in the study. The researchers scheduled a one-on-

one interview based on the gathered data in the quantitative phase. The proponents made use of homogeneous sampling, which was purposive sampling, a non-probability sampling technique. According to Singh and Jadhav (2023), purposive sampling identifies specific attributes the sample group is expected to possess. This method can be used with a more extensive range of populations, even though it performs better in more homogeneous ones. The benefit of sampling is that the researcher can review all the data.

### **Instrument**

#### ***Phase 1: Quantitative***

This study used a standardized questionnaire to obtain quantitative and qualitative data on academic risk-taking. The reliability coefficient of the academic risk-taking scale was 81. The internal consistency coefficients for the TPDA, TNAF, TSP, and RFFTBA subdimensions were .71, .75, .73, and .64 in that order. This scale, in its entirety as well as all of its subdimensions, except for the tendency to skip homework, is regarded as reliable since it is recognized that scales with a reliability coefficient of .70 and higher are reliable (Pallant, 2005; Tezbaşaran, 1997). Nevertheless, there are also reasons to regard the additional subdimension TSA as reliable since it is recognized that a reliability coefficient of .60 or above is sufficient for scales with a small number of items to achieve adequate reliability (Sipahi *et al.*, 2010). The quantitative phase's questionnaire, which interprets the respondent's extreme or outlier responses, served as the foundation for the instrument used for the study's qualitative section.

#### ***Phase 2: Qualitative***

In the qualitative phase, the researchers conducted a one-on-one interview with the participants. They made use of the interview protocol guide, which has a list of questions that need to be covered during the interview. The participants were given the opportunity to take the lead in explaining and analyzing their ideas, and the proponents took notes and

guided their responses into areas that they considered to be significant. In this way, they gained new and significant knowledge, which improved the study undertaken. For the validation of the interview, the teacher in charge was the one to measure the validity of the instrument in the qualitative phase.

### **Data Collection**

#### ***Phase 1: Quantitative***

Before collecting data, the researchers submitted a letter of consent to conduct the study in one of the public schools in Cluster 1. The data collection started when they gave consent to conduct the study.

Primary data served as the study's sole data source. A unique or first-hand data source in which the respondents provided the researchers with the data is called "*primary data*." The data are gathered using printed forms for this study's survey questionnaires.

#### ***Phase 2: Qualitative***

In the qualitative part, the researchers secured a letter request for the validation of the interview questionnaires. They conducted an interview with the participants based on the quantitative findings. Also, they were allowed to add relevant insights and perceptions about the topic. In order to have a better grasp of the tenth graders' level of academic risk-taking, the researchers cross-validated the participants' responses. A combination of quantitative and qualitative results and discoveries offered a deeper understanding. This will direct their observations for the program design to encourage academic risk-taking.

An interview protocol guide was administered to those who were in an extreme group from the majority of the participants. They were considered outliers and served as participants in the qualitative phase. Sequitin (2023) defines outliers in data analytics as values that differ significantly from other values in the dataset—they can be considerably larger or much smaller. Outliers may indicate a measurement's variability, experimental mistakes, or originality.

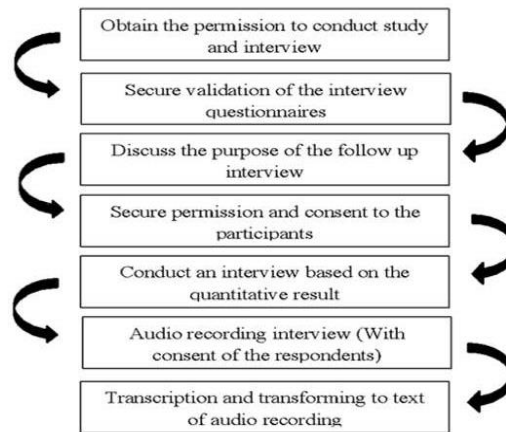


Figure 3. Qualitative data gathering process used in the study

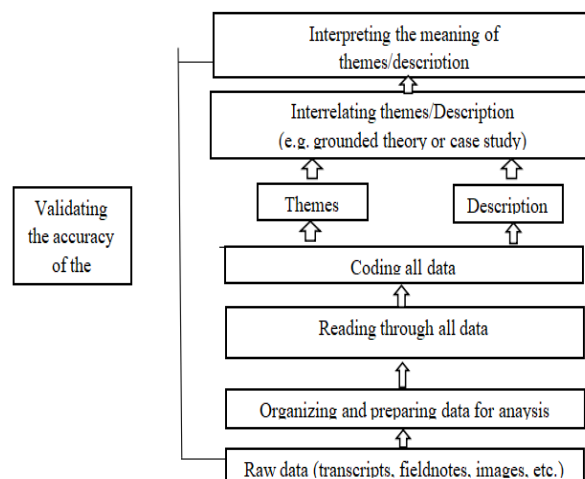
### Statistical Treatment/Data Analysis

#### Phase 1: Quantitative

In order to analyze the data, the researchers used two (2) different methods. Phase quantitative. A printed form was used to organize and compile the information obtained. In order to make it easier to analyze and comprehend the findings of the collected data, one (1) formula was also employed. The researchers calculated the weighted mean of the data collected using SPSS. The standard deviation computation determines whether respondents believe the information focused on is typically close to the mean or tends to be dispersed throughout a broader range of values. The standard deviation represented the range of scores within a data group.

#### Phase 2: Qualitative

In order to define, illuminate, and interpret the data gathered from the research participants' responses, the qualitative data analysis phase was employed in the theme analysis. This phase involved the qualitative evaluation of the quantitative findings based on the participant data. The phase's procedure is interview transcription. With the use of key point coding, transcription data was collected and explained in meaningful ways. Themes were formed by grouping related coding into concepts and analyzing them. The model of Creswell (2013) shows how to analyze qualitative data to have a better understanding and facilitates the researchers' direct interpretation of the data, ensuring that nothing important is overlooked that may prevent them from drawing conclusions from it.





### Ethical Consideration

High ethical standards are embraced and put into effect in this investigation. The anonymity of the respondents/participants was undoubtedly strict and secure, and it was observed even through identifiers or false names. This aimed to clearly explain to our respondents and participants that they have privacy and that the researchers secure their identities. The respondents/participants volunteered and were not forced to avoid judgment and discrimination. As the researchers collected the data, the information was kept confidential.

### Rationale

In this study, the researchers found out that learners are afraid to take risks in their academics because of fear of failure, lack of confidence, and lack of support/motivation. This intervention plan aims to improve the learners' performance and confidence in their academics. This will allow them to cultivate a positive mindset within their school. Implementing a workshop program that includes public speaking, group activities, and problem-solving will improve the learners' skills and knowledge. In this way, they will be able to take risks in their academics without hindrance.

**Intervention Program**

Problems Identified	Objectives	Action Taken	Time Frame	Expected Outcome
Fear of Failure	Encourage learners to value their mistakes as opportunities for growth and to step out of their comfort zones.	Launch a program to discuss learners' fear of failure and strategies for overcoming it.  ( Program - Seminar )	First Semester ( November 2024 )	At least 70% of the learners will attend and participate in the program.  The program will receive ratings ranging from satisfactory to excellent.  Learners will develop high self-esteem by stepping out of their comfort zones, enabling them to foster a growth mindset and embrace failure as a positive learning opportunity.
Lack of Confidence	Boost the confidence of the learners	Engage the learners in a training program focused on building self-confidence and communication effectiveness.  ( Coaching session and interactive enactment )	First Semester ( July 2024 )	At least 70% of the learners will attend and participate in the training program.  The program will receive ratings ranging from satisfactory to excellent.  Learners' confidence will increase and they will have the courage to take risks in their academics.
Lack of support / motivation	To develop and establish the learner's performance in their academics.	Collaborate with the learner's parent or guardian to discuss some goals and promote encouragement for the learners.  Foster a better environment where learners will feel valued and supported.  ( Parent / Guardian - Teacher Conference )	First Semester ( September 2024 )	At least 50% of the parents/guardians will attend and participate in the conference meeting.  The activity will receive ratings ranging from satisfactory to excellent.  Learners will be motivated to take risks in their academics when they feel the support of their family.



**Table 1.** The Academic Risk-taking of the Respondents

Item	MEAN	VERBAL DESCRIPTION
1. I enjoy doing homework for a lesson that I find difficult.	2.02	Very Characteristic of me
2. I feel bad when I make a mistake at school.	3.08	Extremely Characteristic of me
3. I like asking questions at school because I learn by asking questions.	2.45	Very Characteristic of me
4. If I fail in my studies at school, I do not let anyone know it.	2.49	Very Characteristic of me
5. When I encounter problems that require thinking about more, I prefer the problems that I can do quickly.	2.61	Very Characteristic of me
6. If I cannot succeed in a new task at school, I give up immediately.	1.59	Slightly Characteristic of me
7. A low grade on school assignments upsets me a lot.	2.83	Very Characteristic of me
8. Even if I make some mistakes, I enjoy working hard.	2.78	Very Characteristic of me
9. The first thing I think when I start something new at school is that I will fail.	2.11	Very Characteristic of me
10. I do almost nothing to get rid of a problem at school.	1.87	Slightly Characteristic of me
11. When I make mistakes in schoolwork, I keep trying to find out the truth.	2.89	Very Characteristic of me
12. I am concerned about making mistakes in schoolwork.	2.88	Very Characteristic of me
13. Whenever I get a bad grade at school, I need to hide.	2.30	Very Characteristic of me
14. The school work that I do by really thinking, is fun.	2.54	Very Characteristic of me
15. I do not like setting goals for my studies at school because I cannot reach them and then I feel bad.	1.80	Slightly Characteristic of me
16. If I make a lot of mistakes in school, I feel very pessimistic or angry.	2.19	Very Characteristic of me
17. Difficult tasks are more fun than easy ones.	2.30	Very Characteristic of me
18. I do not enjoy working with my classmates because if I do not know something, they might think I'm stupid.	1.79	Slightly Characteristic of me
19. I prefer studying a hard lesson to studying an easy lesson.	2.16	Very Characteristic of me
20. When I fail at school, I do not enjoy eating, playing games, talking or doing anything else.	2.46	Very Characteristic of me
21. When I have a chance to choose assignments, I choose the hard ones.	1.77	Slightly Characteristic of me
22. If my school assignment is hard, I try to pass without doing it.	1.53	Slightly Characteristic of me
23. If I do not understand a topic, I ask my teacher.	2.50	Very Characteristic of me
24. If I make a mistake in a topic I try to learn, I feel downhearted.	2.64	Very Characteristic of me
25. I would rather make mistakes and estimates on any topic than asking a ridiculous question.	2.10	Very Characteristic of me
26. I always learn something from mistakes I make at school.	3.04	Extremely Characteristic of me
27. If I get a low grade, I reflect on my mistakes and re-examine them.	2.83	Very Characteristic of me
28. It is fun to try to answer difficult and challenging questions.	2.63	Very Characteristic of me
29. Even if I have to, I usually try to correct my mistakes in lessons.	2.93	Very Characteristic of me
30. The easier the assignments are for me, the more I enjoy doing them.	2.89	Very Characteristic of me
31. I usually do not like lessons for which I make mistakes in homework.	1.94	Slightly Characteristic of me
32. I enjoy studying with my friends who like to study hard lessons.	2.98	Very Characteristic of me
33. I do not like setting goals for homework; I just do my homework and forget about it.	1.89	Slightly Characteristic of me
34. I feel bad if I give wrong answer for the teacher's question.	2.77	Very Characteristic of me
35. I prefer making mistakes on a difficult assignment to getting an excellent grade from an easy but boring assignment.	1.90	Slightly Characteristic of me
36. If I get a low grade, I usually take it seriously, collect my thoughts, and study harder.	3.17	Extremely Characteristic of me
<b>GRAND MEAN</b>	2.41	Very Characteristic of me

Data revealed the descriptive statistics of the participants' assessments of academic risk-taking. Table 1 shows that the statement "If they get a low grade, they usually take it

seriously, collect their thoughts, and study harder." got the highest mean of 3.17 and was interpreted as "Extremely Characteristic of me" While the statement "They feel bad when

they make a mistake at school" got the second highest mean of 3.08 and interpreted as "**Extremely Characteristic of me**" Moreover, the statement that got the third highest mean of 3.04 is "They always learn something from mistakes they make at school." and was interpreted as "**Extremely Characteristic of me**" As well as the statement "They enjoy studying with their friends who likes to study hard lessons" got the fourth highest mean of 2.98 and was interpreted as "**Very Characteristic of me**" In the other hand, the fifth highest mean of 2.93 is the statement "Even if they have to, they usually try to correct their mistakes in lessons." was interpreted as "**Very Characteristic of me**"

Furthermore, the statement "They do not like setting goals for their studies at school because they cannot reach them and then they feel bad." got the fifth lowest mean of 1.80 and was interpreted as "**Slightly Characteristics of me.**" The statement that got the fourth lowest mean of 1.79, "They do not enjoy working with their classmates because if they do not know something, they might think they are stupid." was interpreted as "**Slightly Characteristics of me.**" the third lowest mean of 1.77 is the statement "When they had a chance to choose assignments, they choose the hard ones." was interpreted as "**Slightly Characteristics of me.**" The statement "If they cannot succeed in a new task at school, they give up immediately." which got the second lowest mean of 1.59, was interpreted as "**Slightly Characteristics of me.**" Lastly, the statement "If their school assignment is hard, they try to pass without doing it." receives the lowest mean of 1.53 and was interpreted as "**Slightly Characteristics of me.**" Aside from the fact that almost all statements have the same verbal interpretation, the means interval is closed together.

This implies that academic risk-taking learners take their studies seriously when they get low grades to improve their classroom performance. They also feel bad when they make a mistake at school because they are afraid to be judged and fail. That results in them always learning something from their mistakes. In addition, they enjoy studying with their friends who like to study hard lessons and take it as a competition to be motivated to face hard

challenges. Making mistakes can help learners learn, grow, and improve their studies and as individuals. Therefore, learners want to improve their academic curriculum by taking risks, coming out of their comfort zone to learn beyond their capabilities, taking opinions and mistakes, and wanting to do challenging tasks to achieve their goals.

On the other hand, some learners do not like setting goals because they fear their goals cannot be achieved, which can lead to disappointment. Due to the environment in school, the learners are afraid of being judged, so they choose to be silent and not share their opinions. It is not challenging when it's not challenging; that's why they choose to do the hard one. Some learners push their limits and do difficult tasks and are allowed to learn, develop skills, and prove their capabilities. Moreover, there could be various reasons why learners struggle with a new task at school and give up easily. It might be due to a lack of confidence, fear of failure, or feeling overwhelmed. When their assignment is hard, they try to pass without doing it because of their fear of failing and lack of motivation. That's why they need to overcome their fear and have some motivation to begin to be productive inside the classroom.

As Nakhla, G. (2019) mentioned, this study explored the fear of failure in education. It states that failing is a terrible experience for learners, with hurtful, unpleasant emotions and awful consequences. Therefore, researchers use self-determination theory to examine the relationship between fear of failure and engagement and motivation. In the study of Kafer J., et al. (2019), research has shown that responding positively and constructively to learners' errors positively impacts their motivation and academic performance. However, making classroom mistakes is a collaborative and individual experience. As such, it is critical to consider handling mistakes as a skill that applies to both the classroom and the learner. The paper of Leonte, R. (2023) stated that fear of failure may threaten students' academic achievement by lessening their participation in class activities. That is why it will affect their achievement goals if they do not take risks in their academic work.

## Sequential Explanatory Data on Academic Risk-Taking of Learners

Based on the quantitative findings, showed that the reasons why learners are afraid and having a hard time taking risks in their academics are fear of failure, lack of confidence, and lack of support or motivation. By analyzing the collected data, learners are afraid to fail and be disappointed. It also showed that they lack the confidence to face hard challenges inside the classroom. Moreover, they don't get enough support for their studies, which results in discouragement.

Therefore, the researchers aimed to have a deeper understanding of the reasons why they are afraid to fail, take risks, and not succeed in their academics. They want to know the experiences and causes of the attitude that the participants have in terms of academic risk-taking. Identifying the reasons, opinions, and experiences of the participants in this qualitative part gave the researchers an idea of how to improve taking risks in their academics using the intervention plan.

## Qualitative Findings

In this sequential explanatory research phase 2, qualitative research, the findings and discussion were presented according to the sequence of the research problems enumerated in Chapter 1. The specific order is as follows: encouragement, low self-esteem, academic validation, and high self-esteem.

## Encouragement

Family and friend support is a powerful tool for motivating oneself to reach one's full potential. This helped the students build their confidence and overcome challenges in their academics. The following concepts are family and friend support, parental support, and family and friend motivation.

The narratives provided by the tenth graders participants on academic risk-taking are based on their own experiences and opinions. They believed that the encouragement of their families and friends affects how they take risks in their academics. Furthermore, this could be a factor in helping students and individuals find motivation in their daily lives. Their responses showed

that they felt a sense of belonging among their friends. The support they get from their friends gives them the confidence to take risks in their academics.

Moreover, it will help them to focus on their academics and give the students a positive attitude toward their surroundings. It was found in the study of Dominikus et. al. (2023) that students' self-confidence is a primary factor in influencing the increase of risk-taking behavior, followed by their desire to study and the encouragement of their teachers. It was also said in the paper by David (2019) that giving students attention gives them emotional needs because most of them are starved for encouragement to do things. When facing hard challenges in their studies, they need to be supported and motivated to give their best.

According to their responses, encouragement is the biggest factor in helping them overcome challenges in their academic performance. However, some of them don't feel the encouragement they want. That's why they are eager to feel the support of their parents. They want to be seen as an individual who's unique in their way so that they will not be compared with the others. With the support and motivation of the people around them, they are willing to do everything to get good grades without worrying about anything. Therefore, students must feel their family and friends' support and motivation to take risks in their academics.

## Family and friends support

*(The fact that I have supportive friends and family, in my family especially my grandmother, stop being talkative because what I do is to make them proud of me.) "Yung mayroon akong supportive friends and family, sa family ko lalo na yung lola ko ay alisin niya yung pagiging talkative dahil yung ginagawa ko naman po ay para sa ikaka proud nila saakin." OS a8*

*(What I need is the support of the people close to me.) "Ang kailangan ko po ay ang suporta ng mga taong malalapit saakin." OS d8*

*(What will help me more to increase my confidence is the support of my friends and parents.) "Ang mas makakatulong saakin para tumaas ang kumpyansa ko ay ang suporta ng mga kaibigan ko at magulang." OS e3*

(Support from those people that I know.) "Pagsuporta ng mga kakilala ko" OS e9

(My friends) "Yung mga friends ko" OS a9

(I think the thing that helps me to increase my self-confidence so that I can face the academic challenges is my friends because we are all competitive.) "Sa tingin ko ang nakakatulong sa akin upang tumaas yung kumpyansa ko sa sarili para harapin ko yung mga hamon sa academic ay ang mga kaibigan ko dahil pareparehas kaming competitive." OS b3

(My friends are the ones who make me feel that I have to step out of my comfort zone because, even in my small achievements, they show me that they are proud.) "Yung mga kaibigan ko yung mga nakakapagparamdam sa akin na lumabas sa comfort zone ko dahil kahit sa mga maliliit na achievements ko ay pinapakita nila saakin na proud sila." OS b3

(I think my friends, because even if we all fail, we will just laugh.) "First of all yung mga friends ko kasi kahit na lahat kami ay babagsak ay tawananan nalang namin." OS c3

(Yes, when I'm with my friends I take that challenge, since I'm with them they motivate me and I'm not afraid.) "Oo, kapag kasama ko yung mga friends ko na I take yung challenge na yun, since kasama ko sila ay na momotivate ako at hindi ako natatakot." OS c6

(Maybe I want to be friendly so I can have a circle of friends.) "Siguro gusto kong maging friendly para magkaroon ako ng circle of friends." OS f8

(The support of my family helps me.) "Nakatulong sa akin yung suporta ng pamilya ko." OS f3

(The support of my family.) "Yung suporta ng pamilya ko" OS f9

(Yes, I was inspired to take academic risks because of my grandmother, she was the reason I had the confidence to take risks because I wanted her to be proud of me.) "Kasi everytime na mibabagsak ku karing quiz mag overthink ku kasi pin buri ku na maging proud ya I apu ku kaku." OS g6

### Parental support

(I would like my parents to support me like my friends, and like the people they support and not compare me to others.) "Gusto ko sana na I support ako ng mga parents ko kagaya ng mga

friends ko, pati kagaya ng mga tao na sinusupportahan nila at huwag nila akong icompare sa iba." OS c8

### Family and Friends Motivation

(What gives me courage to go out of my comfort zone is the motivation of my relatives.) "Yung nakakapagpalakas ng loob sa akin upang lumabas sa comfort zone ko ay yung pag momotivate ng mga relatives ko." OS d9

(Probably motivation from my friends.) "Motivation din siguru karing akakayabe ku" OS g8

(Maybe, it's just like motivations from other friends like "you can do it", of course maybe it also helps if we did the lesson together.) "Siguro po like motivations lang din po from other friends like "kaya mo yan", uhm syempre nakakatulong din po siguro yung sabay sabay po kaming nag le-lesson ganon." OS h3

### Low Self-esteem

The lack of confidence affects various aspects of life, including performance. Students with low self-esteem struggle with their negative feelings, fear of failure, and pressure. The following concepts are fear of failure, being under pressure, fear of judgment, lack of confidence, discouragement, lack of support from family and friends, and lack of parental support.

Based on the participants' responses, they feel pressured by their academics and family expectations. That's why they are forced to take risks in their studies. It's a good thing that they are taking a risk, but this is due to the pressure they are experiencing. Moreover, some students struggle academically because they don't have enough confidence. The possible reasons for this are fear of failure, comparison, high expectations, and the people in their surroundings, which may result in hesitation in taking risks. They doubt their capabilities to do some work or tasks in their academics. Because of this, some students are scared to take risks, and others are willing to take risks in their studies because of this fear of failure.

Furthermore, some studies show that students have low self-esteem because of many negative factors that affect their academics. Just like the study by Atmaca & Ozen

(2019), parents' pressure for academic success causes students to feel low self-esteem and pressure because of high expectations and a lack of support and appreciation for their achievements. Students may struggle academically because of a lack of guidance, help, and encouragement from their parents. This will affect their performance in school and their behavior. Urizar, Chamorro, et al. (2021) explained that some students felt less proud of themselves due to not appreciating their excellence, which caused them to have learning difficulties that may result in low self-esteem. Therefore, as demonstrated by Abdulghani, Almelhem, et al. (2020), lifting self-esteem can help students develop their personalities and motivation and boost their academic performance and confidence.

One factor that influenced the students to not take a risk is the judgment they may receive. Because of this fear, many students struggle with their academic performance, such as public speaking, reporting, and performing in front of an audience. This makes them feel discouraged, which may affect their academic performance. Moreover, the lack of support from family and friends can lead to discouragement in their academics and decision-making in terms of taking risks.

### Fear of Failure

*(Maybe in grade 9 because of my quizzes.) "Siguro noong grade 9 dahil sa mga quiz ko." OS a1*

*(That situation affected my decisions now, I'm afraid that I will get a low grades, also because of the tiredness sometimes I'm talking back to my parents.) "Yung sitwasyon na iyon ay nakaapekto sa mga desisyon ko ngayon, nata-takot akong bumagsak at bumaba yung mga grades ko, dahil din sa drain na drain na ako ay minsan nasasagot kona yung mga parents ko." OS b2*

*(I'm always nervous when they announce those with honors because my name might not be included) "Lagi akong kinakabahan kapag nag a announce sila ng mga with honors kasi baka hindi kasama yung name ko." OS c1*

*(Assuming you're a failure, you'll lose your mind wondering if it's going to affect your*

*grades, so you'll drop even more. (SIC).) "Itang kunyare mibagsak ka, itang aliya mawawala king isip mu na what if itang meka epektu kareng grades mu para mas lalu kang bumaba" OS g2*

*(Because every time I fail the quizzes, I overthink because I want my grandmother to be proud of me.) "Kasi everytime na mibabagsak ku karing quiz mag overthink ku kasi pin buri ku na maging proud ya I apu ku kanaku." OS g7*

*(Since we have to maintain grades, of course, it's scary because that score might be low, our grades are, and of course, the mood is a struggle; you'll be sad and quiet throughout the day (SIC).) "Since po may maintaining grades po kami, syempre po nakakatakot yon na baka don sa score na yon baba po yung grades namin and syempre po yung mood strug pero maging like sad ka and uhm tahimik ka throughout the day po yun" OS h2*

### Under Pressure

*(I just take risks even when I'm under pressure, I tell myself that I'll always do my best just in case they become proud of me.) "Mag take risk lang ako kahit na na pe-pressure na ako, sinasabi ko sa sarili ko na galingan kolang lagi baka sakaling maging proud sila saakin" OS b5*

*(Maybe the pressure from teachers, Because the teachers sometimes you get pressured every time we do a activity, especially when it's a rush, Then my friends sometimes get something that I want, I want that too, so sometimes I try to reach for it. (SIC)) "Siguru itang din kayi pressure karing mestra tsaka karin, kunwari kareng teacher tapus minsan ma pepressure ka karela everytime na ating lang pagawa lalu na pag minsan rush, tas kareng naman kayabe ku kunwari makakayi ku din kasi minsan minsan ating akakwa na buri ku din na yaku din na makanta ku din, kaya minsan pilit ku din aabut ta." OS g3*

*(I feel like my parents, I should always achieve their expectations of me). "Feel ko yung parents ko, dapat lagi kong nakakamit yung expectations nila saakin." OS c2*

*(I always have to do my best because every time I do my best they don't scold me). "Kailangan lagi kong gawin yung best ko dahil everytime na ginagawa ko yung best ko ay hindi nila ako pinapagalitan." OS c5*



### **Fear of Judgement**

*(I'm afraid that I might be judged, because of that I didn't do or represent properly). "Nata-takot ako na baka ma judge dahil doon ay hindi ko nagawa o nairepresent nang maayos." OS d2*

*(So in public speaking I was not able to present properly because I was afraid that I might be judged, in our speech I was hesitant at first but I told myself that I can do the same things they do). "So sa public speaking ay hindi ko nagawa o na ipresent nang maayos dahil nata-takot ako na baka ma judge ako, sa talumpati naman namin ay una nag aalinlangan ako pero nilakasan ko yung loob ko, sinabi ko sa sarili ko na kaya ko ring gawin yung mga ginagawa nila." OS d7*

### **Lack of confidence**

*(Yes, I felt scared when we did public speaking, I felt that I couldn't do public speaking, so when I was called I didn't know how to start). "Oo, nakaramdam ako ng takot noong nag public speaking kami, feel ko ay hindi ko kayang gawin yung public speaking, kaya nung natawag ako ay hindi ko alam kung papaano ako mag-sasalita." OS d1*

*(I am losing confidence in academics)*

*"Nawawalan ako ng kumpyansa sa academic." OS e5*

### **Discouragement**

*(Because of that it discourages me from taking risks) "Dahil doon ay pinanghihinaan ako ng loob na mag take risk." OS d5*

### **Lack of support from family and friends**

*(My friends—not to brag, but we are all academic achievers. I think that my lack of support comes from my friends and my family; sometimes they scold me, even though what I do is for academic purposes.) "Yung mga friends ko, hindi naman sa pagmamayabang pero kaming magka-kaibigan ay academic achiever. Satingin ko yung kulang sa suporta ko ay ang mga friends ko at ang pamilya ko, minsan na papagalitan ako kahit na yung ginagawa ko ay para naman sa academic." OS a4*

*(I lack the support of my family.) "Kulang ako sa suporta ng aking pamilya." OS e8*

### **Lack of parental support**

*(I think I lack the support of my parents because when I achieve something, it's like they don't care about my efforts). "Satingin ko kulang ako sa suporta ng mga parents ko dahil kapag may na achieve akong something ay parang wala lang sa kanila hindi nila pinapansin yung efforts ko." OS b4*

*(My parents)"Parents ko" OS c4*

*(My parents)"magulang po" OS e4*

*(Maybe for my parents, sometimes I get an award with honors, but I don't feel that they are proud. That's why sometimes for me, I just don't do anything for the awards I get.) "siguru kayi kaku din parents ku , minsan manikwa kung award with honors , pero aliku aramdaman na proud la, kaya nga minsan balamu para kaku alamu tang gagawan ku detang awards na akwa ku." OS g4*

*(I hope my parents will see my efforts, like other parents who support their children.) "Sana ay makita na ng mga parenrs ko yung mga efforts ko, kagaya ng ibang parents na sinosupportahan yung mga anak nila ." OS b8*

### **Academic Validation**

Students are trying their best to make themselves recognize their worth and validate their work as satisfying. It can contribute to academic success and self-esteem. The following concepts are important: quizzes, reviews, and taking risks.

The participants' responses indicated that they experienced taking risks in academic quizzes. They were worried about the outcome of their quiz scores. Therefore, they try hard to study and review before taking their quiz. However, if they fail, they will make sure that they will be able to try their best next time. Moreover, even if they lose hope in their academics, they still try to do their best and stand up even if they fail again, and the cycle will begin until they succeed and are satisfied with their work. They just need to believe in their capabilities and strengthen their minds to take risks. After all, quizzes are made to challenge students about their learning.

These experiences motivated the participants to keep going and try to perform well in

school. According to Latorre, Serafica, and Muria (2023), students have a high level of academic validation, academic motivation, and academic anxiety. Every increase in academic validation also increases academic motivation. That's why the factor that makes the students feel validated is to remain motivated. To stay motivated, they must feel the support of the people around them and keep their goals in mind.

Students still take risks despite their fear because of their support, motivation, and positive mindset. Taking risks can develop their performances and goals. They have to do their best to satisfy their expectations and those around them.

### Quizzes

*( Maybe in grade 9 because of my quizzes ) “ Siguro noong grade 9 dahil sa mga quiz ko.” OS a1*

*(That situation affected me so that next time when we take a quiz, I will pass because I will do my best.)“Nakaapekto po yun sakín para next time po kapag nag quiz kami ay makakapasa ako dahil gagawin ko yung best ko.” OS a5*

*(That situation affected me so that next time when we take a quiz, I will pass because I will do my best.)“Nakaapekto po yun sakín para next time po kapag nag quiz kami ay makakapasa ako dahil gagawin ko yung best ko.” OS a5*

*(Yes, I experienced that in the quiz) “Oo, naranasan ko iyon sa quiz.” OS e1*

*(Yes, just a while ago in math since it's a waste of one point) “Yes po, kanina lang po, kanina sa math po since sayang po yung one point so yun.” OS h1*

### Review

*(Since then I told myself that I would try my best to review to get a passing score) “Simula noon sinabi ko sa sarili ko na pagsisikapan kong mag review para makakuha ng passing score.” OS a3*

### Taking Risk

*(In the first quarter, I took a risk for our research, I slept at 3 am just for the research and I was included in the honors but in exchange for that was my mental health). “Nung first quarter, nag risk ako para sa research namin, natutulog*

*ako ng 3am para lang sa research pero nasali ako sa mga honors pero kapalit naman nun ay ang mental health ko.” OS b1*

*(Yes, so when we do speech, I planned not to present myself in front, but I strengthened my heart, because I think I can do what they will be able to do). “Oo, So nung nagtalumpati kami bakal ko na hindi na ako mag pepresent sa harapan pero nilakasan ko yung loob ko, inisip ko na kaya ko ring makipagsabayan sa kanila.” OS d6*

*(There are times when I really lose my appetite or hope but there are also times when I will really try even if I fail the first time I will still try the second time until I succeed.) “ May time na talagang nawawalan na ako ng gana o pag asa pero may time din naman na talagang susubok ako kahit na mabigo ako sa una mag ttry parin ako sa pangalawa hanggang sa magtagumpay ako.” OS f7*

### High Self-esteem

Students with high self-esteem tend to have a positive outlook on their lives. They believe in their capabilities to handle challenges. Additionally, they will most likely pursue their goals with determination and confidence. The following concepts are important: confidence, motivation, and determination.

Participants' confidence is increasing because of the support they receive from their families and friends. This is an advantage in their performance and their decision-making to take risks, come out of their comfort zones, and face the challenges inside the school.

Moreover, students' motivation will lead them to have a positive mindset and do their best to improve their academic performance, enhancing their confidence. Some even said they would participate in school contests and study hard.

According to Zhao et al. (2021), self-esteem positively predicts learners' academic involvement by indirectly affecting academic self-efficacy. In particular, when students perceived greater social support, the influence of academic self-efficacy on their academic engagement was amplified. As stated by Dewi, Styati et. al. (2022), the student's speaking skills and the ability to do something are influenced by their self-esteem. If students have high self-esteem, it will help them to easily take risks.



Exerting efforts in their academics can lead them to be better, which will make them proud of themselves and the people around them. Their self-doubt helps them to increase their confidence. Being confident and believing in themselves will increase their self-esteem.

### Confidence

(Yes, now I have more confidence to study well so that when I graduate from senior high they will be proud of me). "Oo, ngayon ay lalo akong nagkaroon ng kumpyansa na mag aral ng maayos para kapag nakapag graduate ako ng senior high ay maging proud sila sakin" OS b6

(What helps me to increase my confidence in myself is my self-doubt, this is what helped me to know that I can do something that I thought I couldn't do). "Yung nakakatulong saakin upang tumaas yung kumpyansa ko sa sarili ko ay ang pag aalinlangan ko sa sarili ko, ito yung nakatulong saakin upang alamin na kaya ko palang gawin yung isang bagay na akala ko ay hindi ko kayang gawin." OS d3

(Myself) "Sarili ko" OS f4

### Motivated

(I think that I have to do what will be good for my academics so that I can achieve whatever I want) "Iniisip ko na kailangan kong gawin yung makakabuti sa academic ko para ma achieve ko yung kung ano man yung gusto ko." OS f5

(Yes, maybe now I'm in grade 10 since, last year, school year of senior high school, I became more confident to participate in contests, that's what motivated me to do my best in last year) "Yes po, siguro po Ngayon grade 10 ako since uhm, last year school Year na ng Senior High School, naging mas confident po ako na sumali sa mga contest uhm, yun nandin po ang nag motivate sa akin Gawin ko na po ang best ko sa last year." OS h6

(Maybe I also see my friends competing, so of course that also contributed that "I want to participate too") "Factors ulit din po, siguro yung nakikita ko rin po nakikipag compete yung mga friends ku po, so syempre nag contribute din po yun na "ay gusto ko rin sumali" OS h7

(Like we were here in our last school year maybe that was the biggest factor for me to give everything in my last year) "Siguro po, like uhm

nandito napo kami sa last school year napo namin siguro yun po yung naging biggest factor sakin na ilabas ko na ang lahat sa last year ko ganon " OS h9

(Maybe since I know they are there, like someone is behind me, of course like I think to myself I can do it, the things I do in school like that motivate me to take the essays) "siguro po since alam ko pong nadiyan po sila like may nasa likod ko po, syempre po like iisipin ko po sa sarili kaya ko yung mga like ginagawa ko sa school ganon like namomotivate din po ako na I take po yung mga essay." OS h5

### Determined

(When I took a risk and then I was able to handle it and then I was able to pass) "Yung nag take risk ako tapos kinakaya ko tapos nakakapasa ako." OS a7

(So that they can see my efforts, before I didn't care about my acads as if I'm not cherishing it, now I just put effort in acads). "Para makita nila yung efforts ko, dati wala akong pakealam sa acads ko parang napapabayaana kona, ngayon lang ako nag effort sa acads." OS b7

(I can't do it when I'm alone because I don't seem to have anyone to talk to or tell my problems to, but when I'm with them I'm not afraid to take risks). "Hindi ko kaya kapag ako lang mag isa kasi parang wala akong kausap o mapag sasabihan ng problema ko, pero kapag kasama ko sila ay hindi ako natatakot na mag take ng risk." OS c7

(I think if there will be more opportunities like competition then I will take the risk). "Feel ko kung magkakaroon pa ng mas maraming opportunities like competition ganun mag take na ako ng risk." OS c9

(I'm confused, especially in the quizzes I can't identify the answer.) "Nalilito ako, lalo na sa mga quiz hindi ko ma identify ang sagot." OS e2

(When I get stressed) "Kapag na iistress ako" OS e7

(That time had an influence on me, because there was blame because we didn't do it right) "Nagkaroon sakin ng impluwensya yung time nayun, kasi nagkaroon ng sisihan dahil hindi namin nagawa ng tama." OS f2

(Yes, a situation that you fail, a lesson that you will have difficulty with, is that it is difficult

for me to apply) "Opu, itang sitwasyon na babagsak, itang siguru magkasakit ka ketang lesson na masakit meng I apply." OS g1

(Perhaps when they are supporting me, They will tell you a motivation word for yourself, because if you do something wrong, you can fix it.) "Siguru itang susuportan dako, itang sasabyan da na pwedi magpa motivate keka na para, itang mali mung agagawa mu pwedi mu pang aayus." OS g9

(Of course, my friends also, but of course, they also have their own through, and it's not like every day, they can motivate us.) "siguro po uhm, syempre po yung nag contribute uhm sa yung friends ku din po and uhm pero uhm syempre po may kaniya kaniya din po kaming uhm like pinagdadaan sa buhay like di naman po everyday like kaya po nilang ma motivate." OS h4

(The environment that I still want is the less pressure, maybe the students really have their choice if they are going to take a risk) "Siguro po yung, uhm environment na gusto ko lang po parin is yung less pressure po siguro like yung uhm mga students choice po talaga nila kung mag tatake po ba sila uhm yeah ganon." OS h8

(I think that I have to do what will be good for my academics so that I can achieve whatever I want) "Iniisip ko na kailangan kong gawin yung makakabuti sa academic ko para ma achieve ko yung kung ano man yung gusto ko." OS g5

## Summary

1. Tenth-grader learners show that it is "very characteristic of them" if they get a low grade; they tend to take it seriously and study harder, which shows taking risks in their academics. Moreover, "slight characteristics of them" to pass the subject without doing their assignment when it is hard to appear to lack motivation.
2. Participants experience low self-esteem due to a lack of support, fear of failure, and judgment. It causes struggles in their academic performance and decision-making. However, some participants also have high self-esteem because of the support and motivational environment and the encouragement their families and friends have

given them. Because of that, the participants are willing to take risks in their academics and have a positive mindset to overcome the challenges. This is the reason why they perform better. The participants encounter different experiences in their personal lives, such as pressure, fear, confidence, support, and motivation.

## Conclusion

1. Learners who take risks in their academics are more likely to think critically, solve problems more effectively, and be able to adjust to changing circumstances. However, some learners tend to give up easily because they fear making mistakes and facing hard challenges. This affects their performance inside the school.
2. Participants feared failure and judgment, were under pressure, and were discouraged. As well as the lack of support from their friends, especially their family. This affects the participants' decision-making and performance. This means they need their family and friends' support, motivation, and encouragement to take risks. Though half of the participants have the support, motivation, encouragement, and confidence to take risks, the researchers came up with the idea of creating an intervention plan to solve and prevent the existing problem that the participants are experiencing.

## Recommendation

1. Support in the classroom and a sense of belonging, guided by teachers and their peers, will help the learners gain confidence, improve their self-esteem, and be motivated to take risks inside the classroom.
2. Students must accept failure to overcome the fear of failure. This can help them strive harder to achieve success in their studies.
3. To support and motivate the people around them. Being confident in their academics can help them achieve fulfillment and grab opportunities to express their capabilities.
4. Students must stop pressuring themselves too hard. They should enjoy their journey as students by maintaining a positive

attitude towards their academics and managing their time well.

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