**INTRODUCTION**

Republic Act No. 10533 also known as Enhanced Basic Education Act of 2013 was approved and enacted into law on May 15, 2013 (Legarda, 2013). This act promoted a new education system under the Department of Education (DepEd), commonly known as the K to 12 program. A student under the program will have six years of primary education, four years of junior high school and an additional two years of senior high school. This curriculum aims to sharpen learners’ basic skills, produce more globally competent learners, and prepare the graduates for lifelong experiences and employment (“K12 Philippines,” 2012).

In line with the implementation of R.A. 10533, the Department of Education also adopted the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program or DepEd order No. 36, S. 2016. The said law consists of awards intended to formally recognize students' excellent performance and achievement in academics, competency, and social accountability among other elements of the progress and development of learners. Few examples of these are classroom awards and special recognitions, performance awards for kindergarten, conduct award, recognition for perfect attendance and academic excellence award. In addition, the academic excellence award is given and applicable for grade 1 to 12. It is classified into three, namely, with honors for students with a general average of 90 to 94, with high honors for students with a general average of 95 to 97 and lastly, with highest honors for students with a general average of 98 to 100 (Luistro, 2016). These awards are given to encourage learners to strive for excellence and to become a consistent achieving student (“K12 Philippines,” 2012).

However, despite of these laws implemented to improve the education system, learning ability and performance of learners, Philippines still have a plenty number of low-achieving students that are struggling academically and performing below proficiency. In fact, Philippines was ranked the lowest among 79 countries in reading comprehension, mathematics and science according to the 2018 study of the Organization for Economic Co-operation and Development (San Juan, 2019). Moreover, Philippines was again ranked last in the ranking of the smartest countries in Association of South East Asian Nation (ASEAN), based on the data recorded by World Population Review (Limos, 2019).

On the other side, there are still several factors affecting the students’ low academic performance (Garcia, 2017). These include physical factors such as health, physical development and abnormalities, emotional factors such as instincts and emotions when facing unwanted or difficult situations, social factors such as cooperation and rivalry, learning factor mainly due to the learning methods and strategies used, lack of mastery of what has been thought because of insufficient time to learn every lesson and more importantly, the teacher-student relationship that are all directly related to a complex psychology of motivation. Lastly, environmental factor is also a great contributor that includes the sufficiency of classrooms, textbooks, equip­ment, school supplies, and other instructional materials that affect the students’ efficiency of learning (Mondal, 2013).

In spite of these unavoidable challenges in learning, the Department of Education is still conducting acts, implementing, promoting laws and making rules and guidelines to overcome this matter.

Republic Act No. 9155 or Governance of Basic Education Act of 2001 promotes right for all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a costless education in the primary and secondary level (Drilon, Venencia Jr., Yares, & Nazareno, 2001). Republic Act No. 10931 or the Universal Access to Quality Tertiary Education Act is an act promoting universal access to quality tertiary education by providing free tuition and other school fees in state and local universities and institutions, establishing the tertiary education subsidy and student loan program strengthening the unified student financial assistance system for tertiary education (Aquino, 2017). Alternative Delivery Mode was also implemented which purpose is to widen the access of quality education to disadvantaged learners and address the problem on any circumstances which prevent children from going to and staying in school (“BusinessMirror,” 2017). Department of Education also implemented a no collection policy in all public elementary and secondary schools to meet the country’s targets in the effective administration of the 2015 Education for All Plan (Lapus, 2008).

DepEd has also launched the [Learning Resources Management and Development System](http://lrmds.deped.gov.ph/), created by teachers and education partners to use internet and provide online learning materials and modules to improve the state of education (“LRMDS,” n.d.). Furthermore, the department established Open Educational Resources (OERs) with the primary aim of making online or electronic learning more accessible to geographically-challenged, "last-mile" or remote schools in the country (Pobre, 2019). Remedial classes and instructions, re-teaching of lessons and use of different teaching strategies are also given by teachers to ensure the mastery of students making a way towards the goal of achieving quality education (“Remedial Teaching,” 2016).

Lastly, it was proven that the traditional method of educational ranking system might and might not affect the improvement of every student’s performance as academic motivation is complex and individual, according to Gallup research. Some people are not motivated by rank systems and it is quite the opposite. What motivates one person can leave another cold therefore, it does not benefit all (Robinson, 2018). This traditional method of educational ranking system was changed based on the DepEd order No. 36, S. 2016 along with the implementation of the K to 12 program. Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program is an advantage for all students that whoever meets the criteria of an award will be receiving the award (Luistro, 2016).

The old ranking system makes students’ mindset as it is a competition with their classmates but the new policy guideline under K to 12 program makes students’ mindset as it is a competition to themselves and themselves to improve only.

The Department of Education together with the Philippine government immediately addresses the gaps and limitations hindering in the field of learning for all the Filipino citizens to attain quality education and, in any possible way, to help every learners, most importantly the low-achieving students to not be left out and eventually improved and become average or even high-achieving students.

High-ability students did not become high-ability students instantly. As said by an award-winning, inspirational writer, Israelmore Ayivore, success is not obtained overnight (Ayivore, n.d.).

A 2016 study at Department of Psychology, Mzuzu University, showed that high achievers attributed their success and failure mostly to effort and ability while low achievers associated their test and examination outcomes with luck and task difficulty (Likupe and Mwale, 2016). Moreover, students who get good grades simply use essential [study skills and strategies](https://thinkeracademy.com/5-study-skills-to-accelerate-your-learning/) for themselves (Sieck, 2019). They are also known as “high-capacity” learners who are able to develop and regulate their own learning, therefore, concluding that high-achievers insert much effort and hard work than those low-achieving students (Harding, 2018).

High-achieving and low-achieving students started as average learners. However, several factors were developed to these learners, such as the relationship between them and their parents during their early development stage, their environment, emotional factors, social belongingness and other experiences that’s what makes them now and how have they become on the present time.

In this study, the researchers would like to inquire and know the experiences and point of views of select high-achieving students with highest honors as assessed based on the DepEd order No. 36, S. 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. How did they become high-achieving students? How do they maintain their good academic standing? What keeps them inspired and motivated? What problems did they go through as achievers? How do they face these hindrances? How do they manage their time for studies and time for themselves and their family? Do they have other responsibilities outside school and accomplish it efficiently? What are their “say” about the expectations from the people around them? Have they experience stress, depression or even anxiety? And are they really happy?

This study will be significant to learners who want to enhance and develop more their learning capabilities that can result to better academic standing. It is also significant to parents and teachers who would want to know the point of view of high-achieving students, apply these knowledge to themselves and help those who are low-achieving learners. And lastly, this study also aims to help on creating new knowledge that can help other people that would dwell on this topic.

Nothing is impossible. There is always room for learning and improving. Low-achieving students will not stay as low-achieving students forever if they will work hard in attaining their goals of getting high grades and learn more without difficulty. Because as said by a life and education strategist, Dwayne Matthews, there are a range of psychological characteristics that makes great learners, and the first step to nurturing these, is to be aware of them (Matthews, 2018).

**Review of Related Literature and Studies**

Deped order No. 36, S. 2016 or Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program was implemented for the benefit of recognizing the outstanding performance and achievement of students in academics, leadership, and social responsibility. Under this law, academic excellence award given to students are classified into three, namely, with honors, with high honors, and the highest standing, with highest honors. It was signed by Br. Armin Luistro, FSC, the secretary of the Department of Education (Luistro, 2016).

Geronimo (2015) stated in his article that a number of Filipino citizens are not in favor of implementing the K to 12 program, in fact, last March 2015, at least 5 petitions have been filed before the Supreme Court, asking for the suspension of the said curriculum. Yet, education secretary, Armin Luistro doesn't consider these petitions of the people.

However, most Filipinos believe that the K to 12 program of the Department of Education (DepEd) will better prepare students for work and college, according to the latest Social Weather Stations survey being cited by the DepEd to promote the program. Based on the results of the 2012 survey, 65 percent of Filipinos thought that the said curriculum would benefit students in obtaining adequate and sufficient knowledge and preparation to pursue higher education (Calleja, 2012). With these, the law was pushed through and was implemented on May 15, 2013.

According to a blog of a teacher of General Microbiology and a mother of 3 kids, entitled, “Changes in the Ranking of Honor Students According to DepEd” (2017), based on her experience, the new ranking system of DepEd gives all the learners the chance to improve and be appreciated for their efforts since the awards are not only limited to the Top 10 students in every class and grade levels but to everyone who will meet the criteria based solely on the implemented law. If they can achieve the required final average grade, then at the end of the school year, they will receive a medal. The system also eliminates rigid competition among students that sometimes strain good relationships between students. The new ranking system may have drawbacks, but its benefits weigh more than its negative side.

According to a study in the case of secondary levels, it was revealed that socioeconomic status and parents’ education have a significant effect on students’ overall academic achievement, in addition to accomplishments in Mathematics and English. The parents’ education means more than their occupation in relation to their children’s academic performance at school (Farooq, Chaudhry, Shafiq, and Berhanu, 2011).

Also, a case study of Raychaudhuri, Debnath, Sen and Majumder in Agartala Municipal Council Area (2010) supported this theory and it was also found that factors like students’ attendance, the education of mothers and the presence of trained teachers in the school have a positive impact on the academic performance of students.

However, a study of Bani Younes (2015) conducted at Ajloun National University, Jordan presented some factors that affect students' low academic achievement such as usage of traditional methods instead of using modern teaching methods in teaching, as well as the poor relationships between the teachers and the students that create a teaching environment lacking of respect which leads to the lack of students' acceptance of the learning process on the whole.

Supporting this research, a study from the Indian Journal of Pediatrics said that there are several reasons for children to underperform at school, such as, below average mentality, medical problems, certain learning disabilities, emotional problems and well-being, psychiatric disorders, and environmental factors (Karande and Kulkarni, 2005).

In contrast with this, Janelle Rieger, a winner of 2011 Applied Science and Technology Scholarship that graduated from Winston High School in the Horizon School Division revealed that academic success is important because it is strongly linked to the positive outcomes people value. Academically inclined teenagers have higher self-esteem, low rates of depression and anxiousness, social inclination, and less susceptibility to alcoholism and drug addiction. She also stated that positive self-esteem and self-confidence are critical factors in commitment to academic success (Regier, n.d.).

Also, high-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Grown-ups response on the consistent high grades of these students and note how well they adapt to classroom practices and discussions (Kingore, 2004).

Based on a 2016 research, students adopting mastery goals were more interested in the class, but students adopting performance goals achieved higher levels of performance. These results suggest that both mastery and performance goals can lead to important positive outcomes in classes (Harackiewicz, Durik, Barron, and Garcia, 2018).

A college professor and career advice expert, Randall Hansen, also discussed different strategies on how to maintain grades or good performance in school such as attending classes consistently, being organized, having time management and most importantly, to study efficiently (Hansen, n.d.).

Study habits are also important in maintaining good grades. It can be learned to improve the ability to better retain reading material. These habits include approaching the study with the right attitude, minimizing distractions, selecting the right environment, setting a realistic schedule and, among others, using memory games (Grohol, 2018).

Findings of a 2017 study in Sweden suggest that schools and teachers in the sample have different approaches when providing support to low-achieving students. In turn, these approaches can administer distinctive opportunities for students to engage in schoolwork and eventually their performance. By reviewing the reports of personality-determination theory and self-efficacy, the variation of tasks and support for scaffolding, as well as giving structure in combination with caring relationships, are distinguished as important administrators of increased student determination and effort (Jonsson, 2018).

Healthy and positive relationships between students and teachers can be highly beneficial at all levels of an academic institution, in the class and elsewhere in the school environment as a whole. These benefits can be experienced by educators and students utilizing methods that include communicating constructive expectations, showing caring, and developing pride in the classroom. When healthy relationships among student and teacher continue to grow, the long-lasting effects not only affect students and teachers, but also parents and administrators (“Positive Student-Teacher Relationship,” 2016).

During the schooling years, the students experienced many negative experiences and circumstances. Nevertheless, as their most stressful encounters, they usually cited learning difficulties, peer relationships, and over-commitment. They established high efficiency almost without exception (Peterson, Duncan, and Canady, 2009).

While all of the aforementioned literature and studies dealt with the new curriculum ranking system, factors affecting students’ performance and the importance of achieving academic success. The same do not necessarily focus on the significance of having high academic performance as perceived by a unique group of people. In the current study, a set of students become the gauge of the value of academic success. The study finds its uniqueness and novelty in the field of research in such a way that its practical use may be of great contribution in the locality where the study is being conducted. The participants are unique, the locality is unique and the purpose for the conduct of the study is similarly unique.

**Philosophical Underpinnings**

This phenomenological qualitative research is grounded on the paradigm of critical–constructivism with its philosophical underpinnings in relation to ontology (relativist), epistemology (subjectivist and transactional), and methodology (hermeneutical and dialectical). The said paradigm with its philosophical underpinnings is aligned with the discussion of Creswell (2009) and Guba and Lincoln (1999) as elaborated in Salvador (2016). In social constructivism, emphasis is placed on social interaction and on continuous revision in which social actors and phenomena perpetuate their meaning (Bryman, 2012). For the study’s ontological position, relativism is used. It is the view that reality is subjective and differs from person to person (Guba and Lincoln, 1994). In this research, relativism is espoused to capture the meaning and essence as provided by the study participants whose prior knowledge and personal experiences and points of view matter a lot.

**Statement of the Problem**

This study primarily aims to inquire into the lived experiences of select students with highest honors as assessed based on the DepEd Order No. 36, S. 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. Specifically, it seeks to answer the following:

1. How did the participants manage to become one of the students with highest honors?
2. How do the participants maintain their good academic standing?
3. What are the joys and pains of the participants in achieving their present academic standing?

**Significance of the Study**

The study finds its significance in the following:

**Students.** This study will benefit to all students, to high-achieving students that will help them to improve more, to low-achieving students that will help them know information and tips on how to become one, and the significance of academic success in their lives, and even under-achieving students who really have the difficulty in learning because of abnormalities they have – like students with visual impairments, disorder, syndromes or diseases.

**Teachers.** The educators will also directly benefit in this undertaking as they can know and view the perceptions and outlooks of students with high academic standing and apply these to themselves, considering their way of teaching, strategies, techniques and methods of how they teach and they can also be able to reflect on the relationship they have with their students. With these, teachers can consider altering or changing their teaching style which they think that will benefit not just the students with academic success but to all.

**Parents.** As the aforementioned studies mentioned above, parents are a great contributing factor affecting the students’ performance. With this research exploration, parents can know the value of guiding their children in studies. They can get more information on the perspective of students as a child to their parents and be able to make much more efforts in helping their children improve to also become active achievers in the future.

**Schools.** Although the study had senior high students in a public school as participants, this study will be both beneficial to the public and the private schools, even for elementary, secondary and tertiary schools as the DepEd Order No. 36, S. 2016 was implemented in the whole country. Consequently, the results that will be obtained in this study concerning on the lived experiences of students with highest honors will be applicable to all.

**Scope and Delimitation**

Regarding the scope and delimitations of the study, it only deals with the lived experiences and perceptions of select grade 11 or 12 students with highest honors in a public secondary school, Pampanga High School, Division of City of San Fernando, Pampanga. Such perceptions must have something to do with the factors affecting academic success and significance of having academic success. This undertaking was based on the DepEd Order No. 36, S. 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program and its effects to the students’ motivation in learning and their academic performance. No other variables are taken into consideration. Additionally, the study is undertaken for purposes of proposing only an educational guide on the significance of academic success in the field of learning.

As delimitation, it does not in any way serve as a replacement to the already established teachings or proven studies about high-achieving students. It only supports, explain and gives description. It expounds further knowledge. It does not make a substitute in one way or the other.

**Definition of Terms**

Here are the conceptual and operational definitions of significant terms used in this study:

**Academic performance.** It is the measurement of student achievement across various academic subjects. Teachers and curriculum officials usually assess achievement using school performance, rates of graduation and results from standardized exams, according to the website of Ballotpedia.

**High-achieving students.** These are students who perform much better academically than their peers and those who get high marks and good grades. They do the tasks that are required and do it well. They are neat and well-organized, they have time-management skills, which is why they turn in tidy work on time, based on a study in the University of East Anglia (Fisher and Jeremy, 2012).

**Low-achieving students.** These are non-classified students who are struggling academically or performing below proficiency. They are also those who have below-level grades and making little or no academic progress, according to a dissertation conducted in the State University of New Jersey.

**Factors.** Based on Merriam-Webster dictionary, these are the circumstances and proven facts that influence or contribute to a result or outcome.

**Motivation.** According to the Cambridge English dictionary, it is something that induces such eagerness and willingness.

**Highest honors.** It is the recognition or award given to a student that meets the criteria of having a general average of 98 to 100, as assessed based on the DepEd Order No. 36, S. 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program based on the DepEd order No. 36, S. 2016.

**METHOD**

This part presents the type of research employed in the study, the research design, participants and sampling technique used, instrument, data collection procedures, ethical considerations and data analysis.

**Research Design**

This study is qualitative in nature. As a qualitative investigation, it seeks to explore in depth, the ways participants view a certain phenomenon (Creswell, 2007). It is used to gain an understanding of the causes, beliefs and motives behind it. It offers insights into the issue or leads to the creation of ideas or theories for future quantitative research. Qualitative research can also be use to uncover trends in thoughts and opinions, and dive deeper into the problem (Susan E. De Franz, 2011). Qualitative testing can be achieved by numerous qualitative approaches such as interviews, ethnographic field studies, and to some extent, usability tests that are often more exploratory and pursue a deeper understanding of the perceptions, motives, and everyday lives of individual users or user groups (Mortensen, 2010).

In this research, the qualitative method is suitable since the researchers want to know the unique experiences of the students with highest honors. The question can be answered by the details of human behavior, emotion, and personality characteristics that quantitative studies cannot match (Madrigal & McClain, 2015).

Specifically, this research employed the phenomenological type of qualitative research design. This design focuses on the commonality of a lived experience within a particular group. The fundamental objective of this approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

This is the most suitable research design in the present study since phenomenology is an approach to understanding people’s everyday life experiences (“Qualitative Designs and Approaches,” 2017).

**Participants and Sampling**

The participants in this study are seven senior high school students that achieved highest honors during the 1st semester in Pampanga High School, City of San Fernando, Pampanga, School year 2019-2020. They were selected via purposive sampling method with the criteria of the participants as Grade 11 or Grade 12 students with highest honors during the first semester in Pampanga High School, City of San Fernando, Pampanga, School year 2019-2020.

**Instrument**

For the instrument, the researchers constructed an interview guide that gathered the relevant data needed for assessment and evaluation. It was validated by three licensed and professional teachers at Pampanga High School that are expert in specific matters— for grammar, structure and alignment. The researcher’s teacher in Practical Research 1 served as their initial validator. Instruments are needed to be validated for the effectiveness, validity and reliability.

This study also employed semi-structured interview wherein the researchers did not strictly follow the interview guide and asked specific or follow-up questions to the participants to make sure to cover all the required topics based on the research problem.

**Data Collection**

The authorized letter of request stating the permission for the conduct of the study was addressed to the researcher’s teacher and the principal. After it was approved, the researchers started the data collection.

The suspected participants were contacted to inform them about this undertaking and to have their permission as well.

For the pre-data collection activities, the researchers prepared a schedule and list of the names, sections and assigned classrooms of the participants. After securing the acceptance of the invitation to participate in the study, an appointment was arranged in the school for the conduction of the data collection.

For the actual data collection, the instrument or the interview guide was printed and prepared. The interview of each participant was conducted in a calm and quiet place, to make it formal, and it was recorded, audio and in written document, also with the permission of the participants.

The data were also collected in the vicinity of Pampanga High School, during the available hours of the students, such as vacant, dismissal time or lunch break in accordance to the DepEd Order No. 9, S. 2015 or the DepEd policy about the non-disruption of classes.

For the post-data collection, the raw data collected were secured and compiled by the researchers. The audios were kept on google drive with the researcher’s secured account, and the written data were arranged, typed, translated, printed out and was kept in an envelope. It was placed in a cabinet by one of the researchers at his/her home for order and security.

**Ethical Consideration**

Ethical considerations is said to be one of the most significant section of a study. It promotes an essential social and moral values required for interactive work such as honesty, mutual respect, integrity, and fairness especially for the participants of the study. (Resnick, 2015)

In this undertaking, the above-mentioned ethical considerations were sustained. The research participants were not subjected to harm in any ways whatsoever. Respect for the dignity of research participants was also prioritized. Full consent of the participant was obtained before the interview and the privacy protection, confidentiality and anonymity were also ensured. Any type of communication in relation to the research was done with honesty and transparency and lastly any type of misleading information, as well as representation of primary data findings in a biased way was avoided by the researchers. These considerations were followed according to the principles of ethics in research formulated by Bryman and Bell (2007).

Although certain information of the participants were provided in this study for purposes of participants’ qualifications such as their level of schooling, grades, significant information like their names, addresses, and other vital information, these were still kept classified in view of the confidentiality clause in research.

**Data Analysis**

For the analysis of the data gathered, thematic analysis was used. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly (Caulfield, 2019).

**FINDINGS**

This chapter presents the pertinent data and findings of the study, wherein codes S1 to S7, which means Student 1 to Student 7, were used in order to protect the identity of the research’s participants.

The findings start with the first objective which aims to know how the participants managed to become one of the students with highest honors. The following themes emerged, namely, (1) the participants are achievers since child until the present time and factors that contributed into their consistent and good academic standing were also revealed, namely, (2) inner motivation or choice of own self, (3) parents and (4) the environment.

**Achiever since Child until Now**

All the student participants (S1, S2, S3, S4, S5, S6, S7) are achievers since the start of their schooling until the present time.

Noong grade 1 pala, 2nd ako sa room namin, tapos 'yun, basta mula grade 1 na up until now, may nakukuha naman ako every year, gano'n. [*When I was in grade one, I ranked second. That’s it. Since grade one up until now, I am achieving excellence every school year.*] – S1a

Noong grade 1 pero wala pa no'n 'yung with honors, with high and with highest, ano pa lang, 'yung mga top, gano'n. [*When I was in grade one, but the ranking that time were not with honors, with high, with highest, just top, like that*] – S2a

Ah, ako, since pre-elem, nakaka-achieve na ako ng academic excellence, since pre-elem pa, from kinder hanggang ngayon. [*Ah, since pre-elem, I am achieving academic excellence. Since pre-elem, from kinder until now.*] – S3a

Since kinder. Halos honors. [*Since kinder. Almost… always with honors.*] – S4a

Since pre-elem, top 5. [*Since pre-elementary, top 5.*] – S5a

Uhm, kahit hindi highest honors? Ano... Ano... pre-school. Most responsible at saka ano, 4th honors noon. [*Uhm, even not in highest honors? Like, pre-school. Most responsible and 4th honors, that time.*] – S6a

Ah, uh, siguro, ever since nag-start na 'kong mag-aral. Kinder one. Ano, mga best in... 'yung per subject, Best in English, Best in Math, mga gano'n. [*Ah, maybe, ever since I started schooling. Kinder one. I have achieved, like, best in English, best in Math, like that.*] – S7a

**Responses of the Participants in terms of the Factors that Contributed into their Academic Success**

**Own Self**

Five of the student participants (S1, S3, S4, S5, S7) stated that one’s mindset, inner motivation, self-exertion and choice of own self is a major factor in achieving academic success.

Siguro 'yung ano, 'yung sa sarili siguro, 'yung will na to never stop… feeling ko 'yon talaga 'yung naging main factors. 'Yung una nga, 'yung will ko sa sarili ko, 'yung inner motivation na naka-base sa sarili ko… [*The main factor is, first, my own will to never stop achieving, which is the inner motivation that is based solely on myself and myself only.*] – S1b

Siguro, uhm… tapos 'yung sarili rin kung paano mo ima-manage 'yung oras mo sa pag-aaral. [*It’s how you manage your time in studying.*] – S3b

Factors, feeling ko… more on, ano, self-exertion. So, regarding factors, sa sarili kong sikap. [*More on, uhm, maybe, self-exertion. So, regarding factors, it’s always on my own hard work and effort.*] – S4b

Uhm, syempre, dapat laging focus ka sa goal mo, gano'n. [*I think you should focus and keep in mind your own dreams and goals.*] – S5b

Factors, uhm... ano kasi, parang gusto ko na rin, gusto ko rin naman na nag... na achiever ako, na mayroon akong mga achievements sa buhay, gano'n. [*Uhm... It’s my choice, actually, that I want to be an achiever myself, I want to have achievements in life. Like that, that’s why.*] – S7b

**Parents**

Six of the student participants (S1, S3, S4, S5, S6, S7) believes that parents are a big factor that is why they are achievers since then until now. Specifically, this includes the guidance and values taught by parents, the background of the family of the participant wherein they are all achievers, that’s why the participant is also an achiever and also their support from the start of the schooling of the students with highest honors until the present time.

Tapos yung pangalawa 'yung guidance na nare-receive ko sa parents ko, kasi feeling ko, 'yung the way ng pagpapalaki nila sa amin ni kuya, 'yun 'yung naging malaking factor din kung sino kami ngayon, 'yung values na natutunan namin, gano'n, ayon, at saka 'yung discipline na ini-impose sa 'min, 'yun, feeling ko 'yon talaga 'yung naging main factors. [*The second one is the guidance that I receive from my parents. The way they raised me and my brother are the main factors of who we are now are what are we achieving or obtaining in life.*] – S1b

Siguro, uhm, 'yung support ng parents tapos… [*Maybe, the support of my parents…*] – S3b

Factors, feeling ko, hindi ako masyadong pine-pressure ng mga magulang ko… [*I feel like my parents don’t pressure me a lot, that’s why.*] – S4b

Uhm, syempre… at saka influence ng family… [*Also, the influence of my family...*] – S5b

Ah, feeling ko kasi...syempre 'yung foundation ko kasi, maganda siya. Syempre, sa bahay, sina mama, tinuturuan ako… [*Ah, I feel like my foundation is good, since, when I was a child, my mom already teaches me…*] – S6b

At saka, as the eldest kasi sa family, at saka sa lahat ng mga ano, sa generation namin, parang ako na lang din role model ng mga kapatid ko, at saka ng mga pinsan ko kaya 'yung parang, 'yon, nakaka-affect din 'yon, 'yung sa family tapos 'yung knowing na achievers din 'yung members sa family mo, parang magiging gano'n ka na rin, 'di ba? 'Yon. [*As the eldest in our family, all of the generations before me, my siblings and my cousins, they look at me as their role model. Those things do affect me. Like family, knowing that your family members are also achievers…*] – S7b

**Environment**

Four participants (S2, 24, 25, 26) mentioned that their environment affected them to what they are now– an achievers. Examples of these environments include special programs at school, tutoring, society and good foundation.

Siguro, 'yung ano, pagtuturo kasi nagpapa-tutor no'n ako. [*I think it’s because I was tutored before.*] – S2b

Ah… ngayon lang pala pumasok sa isip ko na tinanong ‘yung factor kanina? ‘Di ba, nasanay tayo no’ng SSC na maraming ginawa, pero ngayon mas nag-tone down nang kaunti kasi nasanay ka na sa gano’n. [*Before, we used to do a lot of things in SSC, right? Now it toned-down because I was exposed or immersed in environment with lots of works and stress.*] – S4b

At saka influence ng… society. [*Also, the influence of society…*] – S5b

Ah, feeling ko kasi...syempre 'yung foundation ko kasi, maganda siya. Syempre, sa bahay, sina mama, tinuturuan ako and then 'yung school, no'ng grade school ako ay nagpo-provide nga siya ng quality education kaya hanggang high school, syempre, lalo na no'ng naging SSC nga, 'yung quality education, maganda kaya hanggang ngayon nadadala ko iyon— 'yung mga natutunan ko. Good foundation talaga 'yung pinaka-factor. [*My foundation is really good. My mom… the school I was enrolled to, like, my school when I was in grade school provides a quality education.*] – S6b

Furthermore, this presents the second objective which targets to know how do the participants maintain their good academic standing, specifically their motivations and learning strategies. The following themes emerged, as their motivation, namely, (1) God, (2) family, (3) peers and (4) their goals and dream in life and their learning strategy that includes, (5) time management, (6) consistent reviewing routines and (7) help from peers and internet. Here are the participants’ responses:

**Responses of the Participants in terms of their Motivations or Inspirations that Contributed into their Academic Success**

**God**

One student participant (S1) said that God is one of the motivations to achieve good academic standing.

Ispiration ko siguro… tapos si God, syempre… [*Maybe, like, my motivation includes God…*] – S1c

**Family**

Six participants (S1, S2, S3, S4, S6, S7) believe that family, especially parents is a major contributor on why are they achieved academic excellence until now.

Ispiration ko siguro, 'yung family ko… siguro 'yun lang naman halos 'yung motivation ko and para sa 'kin, more than enough na motivation na 'yon para ma-keep sa 'kin to do what I can sa kinakaya ko, gano'n, so 'yun nga…[*My inspiration, I think, is my family… In my opinion, maybe that’s an enough reason and motivation to continue achieving and doing the best that I could do.*] – S1c

Motivation. Ano, 'yung parents ko kasi, sila 'yung dahilan kung bakit nakakapasok... [*Uhm, my parents, because they are the reason why I can go to school and have formal education…*] – S2c

Motivation ko: family, kasi ginagawa ko 'yung pag-aaral nang mabuti kasi gusto kong ituloy 'yung legacy ng mga tito ko kasi hindi sila nakapagtapos ng engineer so, gusto ko ring... parang gusto kong ako 'yung pumalit sa kanila. Hindi sila nakapagtapos ng— Tapos ng engineer— engineering, so gusto ko, ako 'yung tumapos no'n. [*My motivation? Family of course, because I study hard for them as I want to continue the legacy or dream of my uncles who want to finish engineering course, cause they did not, so I want to do that to myself for them…*] – S3c

Inspirations... Parents ko and… [*My parents and…*] – S4c

Ah, syempre naging motivation na rin sa 'kin ay... siguro, inspiration na rin 'yung parents. 'Yung to give back 'yung mga paghihirap nila para sa akin. Kasi, nakita mo naman 'yung paghihirap nila para mag-aral ako tapos mapagtapos nila. [*Of course, my motivation, my parents… Like the thought of giving back all of their sacrifices for me to get a quality education and finish my studies…*] – S6c

Tapos, uhm, motivation, ah, family… of course. [*Then, motivation… family, of course.*] – S7c

**Peers**

Two of the student participants (S1, S7) said that their friends motivate them in maintaining and achieving academic excellence.

At saka syempre, 'yung friends din at saka 'yung mga tao na nandyan lagi to support me kasi alam ko 'di ako nag-iisa kasi nandyan sila kaya 'yun siguro 'yung naging motivation ko para mas magpursigi lalo everyday. [*Friends, of course, those people who are always there to support me and does not make me feel alone, that’s why, I think, those are the reasons why I work hard everyday.*] – S1c

Uhm, inspirations… and friends, of course. [*Friends, of course…*] – S7c

**Dream**

Five participants (S1, S4, S5, S6, S7) mentioned that their dreams and goals for themselves always motivate them in working hard to achieve honors and excellence awards.

Tapos siguro, inspiration ko rin 'yung navi-vision ko in the future kung ano 'yung gusto kong maging and… [*Then, maybe, one of my inspirations is the future that I want for myself, the vision I want myself to become one day…*] – S1c

At saka ‘yung gusto kong matupad… [*And the dream I want to achieve for myself…*] – S4c

Motivation parang dapat laging nasa isip mo yung dream mo kasi 'pag na, 'pag nando'n lagi, parang never ka— never mong mafi-feel 'yun na unmotivated ka, gano'n. [*Motivation, like, you have to keep your goals in your mind, because in that way, you will never feel unmotivated.*] – S5c

Motivations ko kasi, gusto kong ma-achieve 'yung goal ko which is to become a doctor nga… [*My motivation is that I want to achieve my goal which is to become a doctor someday…*] – S6c

Uhm, inspirations, 'yung pangarap ko, syempre, na, uhm, someday, gusto kong maging chemical engineer… [*Inspirations, my dream, of course, that someday, I want to be a chemical engineer…*] – S7c

**Responses of the Participants in terms of their Learning Strategies that Contributed into their Academic Success**

**Time Management**

Five of the student participants (S1, S4, S5, S6, S7) said that time management or making plans, schedules and to-do lists is a major thing they always do to maintain good grades.

Siguro, una na rin 'yung time management, lalo na kung may extra-curricular activities pa, gano'n, at saka lalo na kung sabay-sabay 'yung projects, siguro tamang time management, I mean gano'n ginagawa ko, time management talaga sine-set ko kung anong oras ako mag-start ng ganito, kung anong oras gano'n, kailan ko gagawin 'yung ganito, ayun, tapos maganda sana 'yung parang plano ko talaga lagi, kung may malaking project, one month preparation time or one month before, example din sa events, gano'n. 1 month preparation time, I mean, 'yun 'yung plano ko, gano'n, pero kung 'di na achieve, gagawin ko na lang i-fluid 'yung schedule ko no'n, time management ulit, gano'n, tapos aside do'n, siguro 'yung paglilista ko ng mga bagay-bagay lalo na kung marami nga ulit 'yung ginagawa para lagi akong nasa track kung alam ko anong gagawin ko kahit 'di ako pumapasok minsan, gano'n… [*First is the time management, especially when we have extra-curricular activities and a lot of project to do. I think it’s really the right time management. Usually, 1 month before, I plan and prepare things that I have to do, like, as much as possible, 1-month preparation…*] – S1c

Time management din, ‘di ba, 3 days tayong may pasok tapos 4 days tayong vacant, hindi lilipas ‘yung isang araw na wala kang nagagawa kahit isang academic. Okay lang kahit pa konti-konti basta natatapos, gano’n. [*Also, time management. I go to school 3 days in a week, so I have 4 days vacant, and that’s the time I do school works and requirements. In a day, I make sure that I finish at least one requirement and be productive.*] – S4c

Learning strategies: Time management at saka dapat pina-plan mo 'yung mga group works and mga events sa life mo. [*Learning strategies: Time management and you should always plan every events or group works that you have to do…*] – S5c

Learning strategies, para sa 'kin, ano, e, hindi ako 'yung focus talaga, hindi studious na... gano'n, parang ine-enjoy ko rin 'yung life ko na kunwari 'yung pag-sayaw nga at saka 'yung mga iba’t-ibang sports, ganyan, tapos 'pag ano naman… [*Learning strategies, for me, I am not really that person who is so focused in studies, I’m not studious… like, I still enjoy my life, like my hobby: dancing, sports, like that…*] – S6c

Uhm, learning strategies, uh, nag-aano ako, uhm, schedule tapos as much as possible, uhm, sinusunod ko 'yun para... 'yung hindi ako nagagahol sa oras ng mga kailangan kong gawin. [*Learning strategies, I do schedules and as much as possible, I follow that so that I will not procrastinate in doing requirements.*] – S7c

**Reviewing Routines**

Three of the student participants (S1, S2, S6) believes that their reviewing routines that they do consistently helped them to become a student with highest honors. Here are their responses:

Studying routines? Siguro sa pagre-review, mga 2-3 times na babasahin and if kaya, susulat ko rin 'yung kung ano 'yung binabasa ko tapos... [*When I’m reviewing, I read it 2-3 times and if I have extra time, I write what I have read.*] – S1c

Leaning strategies, ano, 'pag— kunyari may test, 'yung ginagawa ko, pumupunta ako doon sa matahimik— hindi ako nakakapag-review kapag maingay tapos binabasa ko siya nang malakas… [*Learning strategies, uhm, I always review in quiet places because I can’t focus to what I am reviewing when my surrounding is loud and I read out loud my reviewers so that I can memorize them easily.*] – S2c

Sa learning strategies, kapag nagme-memorize ako, may Mnemonics...mine-memorize ko 'yung mga first words, ganyan, gumagawa ako ng mga mnemonics para mas mapadaling mag-memorize, 'yon. [*When I memorize or review something, I use mnemonics... I memorize the first words, like that... I use mnemonics for me to easily memorize.*] – S6c

**Help from Peers and Internet**

Two student participants (S3, S4) mentioned that when they are having a hard time about the lessons in their class, they seek help from friends and utilize the e of technology.

Learning strategies ko, kapag 'di ko nagi-gets 'yung lesson, Youtube gano'n, tapos minsan... minsan nanghihingi rin ako ng guidance sa kaibigan ko na nakaka-gets do'n sa lesson. [When I don’t understand the lesson, I always watch on you tube, like tutorials, and sometimes, I ask my friends of mine who can understand the lesson.] – S3c

‘Yung learning strategies? Ah, alam niyo ‘yung quizlet na app? Ginagamit ko ‘yun. Kapag tamad kang mag-review ng paper, magku-quiz ka gamit ‘yung app na ‘yon. [Ah, learning strategies, do you guys know Quizlet? I use that. When I don’t want to review in paper, I used that application to make a quiz for myself and review.] – S4c

Lastly, this chapter shows the last objective of what are the joys and pains of the participants in achieving their present academic standing. Based on the participants’ replies, the following themes emerged as their unforgettable experiences as a student achiever, namely, (1) sense of achievement, (2) proud parents, (3) negative impact to mental health, (4) perspective of other people and lastly, (5) research. In terms of benefits, the themes emerged, namely, (6) self-confidence, (7) positive perspective of others and (8) future use. Lastly, for the last question in the interview guide, the themes about the challenges faced by the participants emerged, namely, (9) time management, (10) maintaining good grades, (11) expectations, (12) negative impact to mental health and (13) financial problem.

**Responses of the Participants in terms of their Unforgettable Experiences as a Consistent Student Achiever**

**Sense of Achievement**

Two of the student participants (S1, S4) mentioned the feeling of sense of achievement as their most unforgettable experience as a student consistent achiever.

Ah, siguro 'yung ano, feeling ko 'yun na 'yung ngayon na nakakuha akong highest honor kasi parang dati, no'ng nagka—nagka-ranking ng mga honors, high, at saka highest, sabi ko, "Napakaano naman ng mga highest na 'yan, siguro 'di na tao mga 'yun," sabi ko tapos no'ng first quarter at saka second quarter, nagulat ako kasi 'di ko in-expect e, 'di ko talaga goal 'yun, basta goal ko, gawin ko lang lahat ng makakaya ko, help people kung sinong— anong makakaya kong gawin, gano'n, tapos ayon, no'ng after ng end ng quarter, sabi, with highest daw ako, like, sobrang sobrang saya ko, like— and tapos ayun, sobrang nasha-shock pa rin ako, like wow, ando'n na, ando'n na pala ako sa parang pinapangarap ko dati, like may na... may naalis na 'ko sa mga nasa bucket list ko or mga pangarap ko within my high school life, gano'n, para sa 'kin, blessing at the same time challenge rin sa akin lalo na ando'n na 'ko, ano pa 'yung kaya kong magawa to improve myself better. [*I think it’s the experience now that I have achieved with highest honors. I remembered, when there’s a ranking of with high, with highest, I have seen few students that were ranked with highest honors, and I thought, like they are not humans anymore because that average grade is so hard-to-get, and now, I still can’t believe that I also got it for the 1st semester. I was so happy. I have achieved this dream that is on my bucket list. That was a blessing and also a challenge for me to do better and to improve myself even more.*] – S1d

Uhm… medyo daily life lang kasi pero maganda ‘yung sense of achievement na nagpagod ka sa isang bagay tapos makakakuha ka ng reward para do’n. ‘Yun. [*It’s just my daily life but it’s really good to have that sense of achievement that you worked hard for something and you’ll get a reward for it.*] – S4d

**Proud Parents**

Three of the student participants (S2, S3, S7) said that making their parents feel proud of them is one of their most unforgettable experience that motivates to always do better in terms of academics.

Ano, 'yung makikita mong natutuwa 'yung parents mo kasi proud sila sa 'yo. [*Like, when you’re parents are proud of you because of your achievements…*] – S2d

Pero positive naman, nagiging proud 'yung parents mo… [*But on the positive note, your parents are proud of you…*] – S3d

Positive, uhm, syempre, kapag aakyat ka sa stage tapos sasabitan ka ng medal ng parents mo... 'yon. Sobrang sarap sa feeling. [*Positive, uhm, ofcourse, when you go up in the stage and your parents are the one who will put your medals on you… I really love that feeling.*] – S7d

**Negative Impact to Mental Health**

Four of the student participants (S3, S5, S6, S7) mentioned that being a consistent achiever can have a negative impact in their mental health such as experiencing breakdowns, pressure, failure. Here are their responses:

Oo, breakdowns, napi-pressure rin, gano'n… [*Yes, breakdowns… I also always feel pressured, like that…*] – S3d

'Yung negative muna. Naalala ko no'n, 'di ba, consistent since pre-school gano'n, tapos no'ng grade 6, parang nag-top 11 ako so nag-graduate akong wala. Tapos no'ng, so... Noong high school, parang na-push ako na gawin lagi best ko. 'Di ba SSC? 'Yun, tapos, since no'n, tuloy-tuloy na naman. [*Negative, I remembered that time, I was a consistent achiever since pre-school, then when I was in grade 6, I failed to be in the top 10, so I graduated without flying colors. So when I was in high school, in SSC, I promised to myself that I will do my best, always.*] – S5d

Negative? Siguro... Ah, hindi maalis 'yung ano eh, dahil achiever ka ngayon, kailangan sa susunod, achiever ka pa rin. 'Yung pressure, ah, kasi ine-expect nila na kung ganito ka ngayon, hanggang sa susunod, gano'n ka. 'Yun 'yung parang, hindi mo maalis sa isang achiever, 'di ba? 'Yung pressure na kailangan mong ma-achieve ulit 'yung na-achieve mo ngayon or mas better pa. [*The thing is that you can’t remove the feeling of pressure to an achiever, like, the thought of… you have to achieve what you’ve got before, or better than that, always...*] – S6d

Uhm, siguro, 'yung pinaka-memorable is 'yung... kapag 'yung feeling na bigla ka na lang nagbe-breakdown dahil sa sobrang dami ng ano mo... ng expectations, gano'n, tapos minsan, naapektuhan ka na ng mga sinasabi ng mga tao sa paligid mo. 'Yun. [*Suddenly you’ll experience breakdowns because of the expectations of people to you, and sometimes you’ll be affected by what others tell you.*] – S7d

**Perspective of Other People**

Two of the student participants (S3, S6) mentioned that the perspective of other people about them, as an achiever, is one of their unforgettable experiences, as people tend to look at them highly, where, in fact, they are just normal people who work hard, just like them, according to the participants. The following are their responses:

Tapos syempre 'yung mga iba, feeling nila, superior ka sa ginagawa mo, gano'n, parang akala nila, ikaw 'yung magaling, bida-bida ka, gano'n… [*Others feel that you are superior on what you’re doing. They thought you’re so good and bida-bida…*] – S3d

'Yung pressure, ah, kasi ine-expect nila na kung ganito ka ngayon, hanggang sa susunod, gano'n ka. 'Yun 'yung parang, hindi mo maalis sa isang achiever, 'di ba? 'Yung pressure na kailangan mong ma-achieve ulit 'yung na-achieve mo ngayon or mas better pa. [*The perspective of other people, like, they thought, you know everything, makes me feel pressured…*] – S6d

**Research**

One student participant (S6) mentioned that Research really is one of the unforgettable experiences during Junior High School as the participant is under a special program (SSC) in Pampanga High School, where they have a subject: Research.

Ano, uh... 'yung research, grade 9 research, parang do'n na-test 'yung pagiging ano mo, kung paano ka as an achiever, hindi lang 'yung nasa books, nasa written, ganyan. Syempre, 'yung application din, parang gano'n. 'Yun 'yung pinaka-unforgettable moment ko na na-overcome ko naman with the help of classmates, teachers at saka 'yung parents ko. [*There, you are tested as who you are as an achiever, not only by books or written works and stuffs. The application matters. That was the most unforgettable moment that I’ve overcome with the help of my teachers and classmates and of course, my parents.*] – S6d

**Responses of the Participants in terms of the Benefits as a Consistent Student Achiever**

**Self-Confidence**

On the positive side, there are still good things and advantages a student achiever experiences such as this first benefit, according to the three student participants (S1, S5, S6), is the gain of self-confidence and improvement of self-concept when you are an achiever.

Benefits siguro, pang-sarili ko na lang kasi naglalagay siya sa akin ng positive na impact na nagawa ko na 'to, magagawa ko pa ulit. Siguro, 'yun lang 'yung naging motivation sa akin na i-maintain lang 'yun and just maintain, siguro to do better na kung ano nakuha ko… [*Benefits, maybe it’s just for myself, in myself that being an achiever results to a positive impact in me that I have achieved this before so I can make it again… It’s a motivation for me to do better and better again…*] – S1e

Wait lang, parang kunwari sa groupworks, gano'n, 'yung ideas mo, vina-value nila tapos, 'yung leadership gano'n, sa mga group works 'di ba? Madalas, kapag with highest ka, ikaw lagi 'yung leader, gano'n, so nali-lead mo 'yung iba mong groupworks and— Ay groupmates… [*Like leadership...In group works, right? When you’re a student with highest honor you’re always the leader, your ideas are valued.*] – S5e

Increases self concept, improves self confidence. People won't easily degrade you, hard work paid off. [*It increases self concept, improves self confidence… hard work paid off.*] – S6e

**Positive Perspective of Other People**

Two of the participants (S5, S6) stated that people often have a positive perspective or treatment towards them, base on the participants.

Wait lang, parang kunwari sa groupworks, gano'n, 'yung ideas mo, vina-value nila tapos, 'yung leadership gano'n, sa mga group works 'di ba? Madalas, kapag with highest ka, ikaw lagi 'yung leader, gano'n, so nali-lead mo 'yung iba mong groupworks and— Ay groupmates and parang nai-influenced mo sila na gawin lagi 'yung best nila. [*Sometimes, if you are a student with highest honors, you are always valued and that also can make an impact to your classmates to also do well… like you are influencing them positively.*] – S5e

People won’t easily degrade you… [*People won’t easily degrade you…*] – S6e

**Future Use**

Three student participants (S3, S4, S7) stated that in being a student with highest honors, it can be used for future opportunities such as career choice, entrances to universities and many more.

Uhm, benefits? Siguro, sa pagkuha ng career, kasi sabi nila, 'di ba? 'Yung mga grades, number lang, pero feel ko, kailangan din 'yun kasi 'yun 'yung unang tinitignan din, e, 'pag ka nag-aano ka ng trabaho. [*I think, like, in choosing a career, right? They say that grades are just numbers but I think grades are the one they look at first, right? When applying in a job… It’s an opportunity when you have high grades…*] – S3e

Pero maraming nakakaalam, privileges kung mataas ‘yung nakukuha nila, gano’n. Pero I supposed, mas marami akong privileges na matatanggap, for example, scholarships o kung mag-a-apply ka and since maintaining high grades requires an effort… [*As what we all know, I’ve got a lot of privileges like scholarships and when you apply for something since maintaining high grades requires an effort...*] – S4e

Benefits? Uhm, siguro, bukod sa ano, good grades, siguro, 'yung mga opportunities din, like if mag-a-aaply ka sa mga universities and other schools— schools 'di ba? Parang ano 'yun, factor din 'yon na tinitignan nila, 'yung academic performance mo. [*Benefits? I think… Aside from good grades, there are opportunities like if you will apply in your dream schools or universities, right? That’s a factor, really: your academic performance…*] – S7e

**Responses of the Participants in terms of the Challenges they have Experienced as a Consistent Student Achiever**

**Time Management**

Two student participants (S1, S2) mentioned that time management is a challenge for them as there are always a lot of things to do and requirements to finish as a student achiever.

Challenges, siguro pinakanacha-challenge talaga ako pagdating sa time management talaga, kunwari, no'ng first quarter, 2nd quarter, may time na 'di ako pumasok ng isang buwan, as in, 'di talaga pumasok kasi nagsabay-sabay 'yung events, may journalism ako tapos may event kaming Phsssgo... pero ayun, 'yun 'yung naging challenge talaga sa akin kasi after no'ng 1 month na 'yun, feeling ko first day of class ulit, parang back from square one ako pero 'yun, nakayanan ko naman, na-survive ko and so, 'yun lang naman 'yung naging challenge sa akin [*I think the greatest challenge is when I manage my time. Like in first and second quarter, there’s a time that I didn’t attend the class for a month because of the events in school... So, I’m like, back to square one, and have to do everything and manage my time… It’s really a challenge…*] – S1f

Yung kapag, ano, uh, sabay-sabay yung mga test, syempre, mahirap mag-review na sobrang dami ng mga kailangan mong basahin, i-memorize, gano'n. [*When there’s a lot of things to do and requirements to finish, and too many information to memorize for your upcoming exams, I think…*] – S2f

**Maintaining Good Grades**

Three student participants (S1, S4, S6) said that maintaining good and high grades is a major challenge for them as a student achiever.

Pero 'yun siguro, 'yun lang naman, 'yung naging challenge sa 'kin na challenge na ma-maintain 'yun 'yung ginagawa ko and… [*I think that’s all, the challenges I have experienced, maintaining what I have done before and…*] – S1f

Challenge, in maintaining itself. Mahirap mag-maintain ng grades, that act alone, ‘yun nga, sinabi ko kanina na maintaining grades requires effort and… [*It’s really hard to maintain grades… that act alone, like what I’ve said a while ago, maintaining grades requires effort...*] – S4f

'Yung pagiging isang SSC student, isang malaking challenge iyon kasi, as ako na hindi talaga focused sa books or studious talaga na nag-aaral, lahat, ah, challenge 'yung pagiging SSC student na kailangan mo talagang mag-aral dahil nasa SSC ka. Iyon. [*When I was an SSC student, that’s a big challenge for me as Danielle that’s not really studious. Being an SSC is a challenge as you really have to study hard…*] – S6f

**Expectations**

Two of the student participants (S1, S7) mentioned that expectations from the people around them really affects them as an achiever and is a big challenge for them to overcome.

Siguro minsan din, expectations ng mga tao kasi nandoon ka, parang sobrang layo na ng tingin sa 'yo, I mean tao rin naman ako, I make a lot of mistakes everyday, siguro, ayoko lang isipin ng mga tao na sobrang out-of-reach ko kasi malungkot 'yun para sa 'kin. [The expectations of others, because I think I’m really distant to other people as they think like I am out-of-reach but no. I’m just also a normal person who makes lot of mistakes. I don’t want them to think that way because that is not good… and sad for me.] – S1f

Uhm, ayon nga, 'yung expectations ng mga tao, kasi, syempre, ever since bata ka, achiever ka na, so parang nakatatak na sa isip nila na hanggang saan, ganito ka na lang lagi, tapos 'yung... uhm, 'yon. [The expectations of other people… Because ever since I was a kid, I’m already an achiever so when you don’t meet the expectations of others, they’ll say, ‘Oh is that everything you can achieve?’ Like that…] – S7f

**Negative Impact to Mental Health**

Four student participants (S3, S4, S5, S7) mentioned that it is a big challenge for them is the maintenance of their mental health such as sudden failures in life.

Challenges? Uhm, once na rin akong bumagsak. Elem— elementary, subject: Sibika at Kultura, 'yon... Parang... Oo, line of seven siya. Hindi ko kasi talaga gusto 'yung gano'ng subject kaya gano'n. [*Challenges? I once failed when I was in elementary. Subject: Sibika at Kultura. I don’t really like that subject that’s why I failed…*] – S3f

Minsan, kapag sanay ka na nakakakuha ng mataas tapos nakakuha ka ng mababa, kahit hindi mo masyadong ano…affected ka, kahit papaano. Like may part na madi-disappoint ka. Ito lang ba kaya kong gawin? ‘Yun ‘yung challenge do’n… Tapos nawawala ‘yung sense of achievement na may nagawa kang nakaka-proud… [*When you always get high grades, then suddenly, you got low grades, like that… You can’t help but to be disappointed in yourself then the feeling of sense of achievement will just suddenly fade away…*] – S4f

Uhm, challenges 'di ba, minsan 'di naman maiiwasan 'yung maraming group works, gano'n, tapos parang napi-pressure ka na kasi ikaw 'yung leader per subject, gano'n… [*Sometimes, when there is a lot of group works, then you are always the leader per subject, you will always feel pressured…*] – S5f

“Of course, my family, they are all achievers, so I can’t help but just to feel pressured with the thought of needing to achieve better and more than what had they obtained…” – S7f

**Financial Problem**

On student participant (S6) mentioned that financial problem is a challenge for them during the participant’s elementary days, as the student is enrolled in a private school.

At saka, ano, ah, naging big challenge rin sa 'min no'n, 'yung financial problem. Syempre, noong grade school ako, nag-aral ako sa isang private school. Naging challenge para sa amin iyon, kaya nga ano, eh, dahil nasa private ako, ginagalingan ko na para hindi sayang 'yung binabayad ng nanay ko— ng parents ko para mapag-aral ako doon. [*When I was in grade school, I went to a private school and that’s the biggest challenge for my family, that’s why when I was there I always do my best so the money that my parents are paying for my education is worth it.*] – S6f

**DISCUSSION**

This section presents the discussion of the findings of the study that seeks to analyze, interpret and describe the implications of the results in light of what was already understood about the research issue being investigated, and to explain new understandings or fresh observations about the problem of this undertaking.

First, the first statement of the problem: How did the participants manage to become one of the students with highest honors?

Based on the responses, it was revealed that all the student participants with highest honors are academic achiever since the start of their schooling up until the present time. According to Merriam-Webster, intelligence is defined as the ability to apply knowledge, to manipulate one's environment or to think abstractly as measured by objective criteria (“Merriam-Webster,” n.d.). Latest findings suggest that intelligence is hereditary or “nature” and mothers are more likely to pass the gene of intelligence to their children as they have two X chromosomes while men only have one. Although evidences also stated that genetics isn’t the only determining factor of intelligence as it is estimated that only 40 to 60% of intelligence is inherited, leaving a large portion depending on a child’s environment (England, 2017).

The environment also has a great influence on intelligence. Aspects such as the child's home environment, parental discipline, schooling, educational resource availability, health and other factors all attribute to intelligence. A person’s surroundings and genes influence each other, and it can be difficult to separate the environmental effects from those of genetics (Plomin and Deary, 2015).

Supporting this, majors factors emerged based on the responses of the participants that contributed for them to become student achievers. First factor mentioned is the inner motivation or choice of own self. It is also called as “Intrinsic Motivation.” Intrinsic motivation refers to the acts and behavior that is driven or influenced by internal rewards (Cherry, 2019). Individuals who are intrinsically inspired to take part in activities will usually get the best outcomes from participating as their motivation comes from within. Intrinsically motivated people displayed characteristics of increased self-reliance, achievement of goals and high self-esteem (Howard, n.d.).

The second factor is parents or family. It was already proven that parental participation improves student academic performance according to a case of Iganga and Mayuge districts in Uganda (Mahuro and Hungi, 2016). Parenting behavior and educational support for their children could really cultivate children’s learning habits and affect academic performance. Parenting actions and academic support could really develop learning habits for children and also have a positive effect on their academic performance. Learning should not be left to the student-teacher partnership alone but should also improve the active involvement of parents (Li and Qiu, 2018).

Lastly, the external environments also contributed to the participants’ experience as a student consistent achiever. Quality education is an example. It is a good start of foundation into the student’s environment to improve academic performance. Also, one student participant (S2) answered tutoring as a major reason on being an achiever since child. Private tutoring has arisen as a crucial educational issue as its demand is growing around the nation (Lee, 2013). Private tutoring has also shown to have such a positive impact on the educational outcomes of students, especially for lower secondary students compared to primary students (Mori, 2015).

In conclusion for the first objective, as Matt Ridley explained in his book, "Nature Via Nurture: Genes, Experience, and What Makes Us Human" (4th Estate, London, 2003), ***Development of a human solely relies on the interaction between environment and genes. Thus, human intelligence, human capacity for thought, comprehension, self-awareness, thinking, emotional insight, reasoning, planning, imagination, problem-solving, and other matters are also considered to come from both born nature and experiences or the environment*** (Tatsuo, 2018)***.***

Moving on to the second objective which seeks to answer: How do the participants maintain their good academic standing?

Themes emerged involving the participants’ motivation. Motivation was shown to have a positive influence on the study strategy school performance, adaptation and well-being of students in educational fields (Kursurkar, Ten Cate, Vos, Westers, & Croiset, 2012).

One participant said that God is one of his motivations to achieve and maintain academic standing supporting the evidence that there is a significant relationship between religiosity or spirituality and academic performance. Students may also learn the moral virtue of focus and hard work in spirituality and use it to their benefit in academics based on a study in Kwame Nkrumah University of Science and Technology, Ghana (Isaac and William, 2016).

The second motivation that emerged is family or parents. In line with the evidences on the first objective that parents or family is a major factor to achieve academic excellence, it was also revealed that family can be a major motivation in maintaining good academic standing. The more parents become involved in the education of their children, the stronger the encouragement and class motivation, actions or behavior and their grades become (“Waterford.org”, 2018).

Third are peers. As said by one participant (S1), he was motivated to study and work hard to help other people that are having difficulties. It suggests that peers in the classroom are thought to affect learning by teaching one another, and the success of this teaching probably depends on the structure of the classroom in terms of the ability of peers (Kimbrough, McGee, & Shigeoka, 2017). Peers affect motivation and engagement but most likely, the effect is positive and not negative (“Josten Renaissance,” 2017).

Lastly, the goals and dreams of the participants was said to be also a major motivation. And this result of the study supported the Self-Determination Theory proposed by the psychologists Edward Deci and Richard Ryan (2000).

The key idea of the theory aforementioned is that when people feel that such basic necessities are fairly well met, they tend to consider their actions and decisions to be "self-determined" or intrinsically motivated (Seifert and Sutton, 2009). And besides, goals are very closely linked and associated to motivation.

For the participants’ learning strategies, time management was resulted as a major response. Time management is crucial and it may actually affect individual's overall achievements and performance. Some of the learners, however, do not have effective time management skills that have adversely affected their life and academics. The students ' use of time in institutions of higher education is linked to their daily routines and activities. Time management for students can also impact students ' stress levels, as they have to handle their assignments together with their and personal achievements (Nasrullah and Muhammad, 2015).

Reviewing routines of the participants were also revealed such us reviewing in the morning in a quiet place, reading the reviewer 2 to 3 times and reading out loud, using applications and many more. Current cognitive learning theories point to the important role that students play in understanding thought processes (Seifert, 1997). However, many learners don’t really study well because of the fact that they don’t know how. Because of this, several professionals, such as Sumeracki and her associate, Yana Weinstein, a psychology professor at the University of Massachusetts, have produced and developed [series of strategies](http://www.learningscientists.org/downloadable-materials/) they believe can assist students who aren't good at studying or those who want to improve their capabilities and skills. Such techniques are the use of several visual and verbal materials to review and many more (Paterson, n.d.).

In line with these is the help from peers or the utilization of technology, base from the results of this study. One participant (S3) uses Youtube to watch tutorials and educational videos and another participant (S4) uses an application called “Quizlet” to review her lessons. There are a number of new innovations evolving to help and enhance learning in the classrooms. Studies had shown both positive and negative effects on student achievement through the implementation of technology. (Flanagan, 2008).

To achieve academic success, you have to learn efficiently. To learn efficiently, one will have to come up with an effective learning strategy; and to come up with an effective studying routines and techniques, motivations are necessary.

In conclusion, ***Motivation and learning strategies are interrelated and play a major key role in maintaining good academic standing and achieving academic success as it all boils down to one thing that is the fruit of achieving: Learning.***

Lastly, this section shows the last objective of this study: What are the joys and pains of the participants in achieving their present academic standing?

Based on the participants’ replies, a number of themes emerged as their unforgettable experiences as a student achiever. The first one is the feeling of sense of achievement based from the two student participants (S1, S4). Sense of achievement is defined as a proud feeling of having done something worthwhile and difficult (“Merriam-Webster,” n.d.). In line with this is also the second theme of having to see your parents proud because of the achievements the participants have obtained. With these, it can be assumed that advantages and positive results can be experienced in being a student achiever.

However, there are also disadvantages that can be acquired as a student with good academic standing according to the themes emerged. One of these is the negative impact to mental health such as the feeling of pressure, anxieties, experiencing breakdowns and failures. According to related literature, anxiety and even depression affect all areas of the well-being of an individual that includes including diet, mental health, sleep, physical health, self esteem, social interaction and especially academic performance (“Impact of Anxiety,” n.d.). And based on an article, high-achievers sometimes find it more difficult to ask and request for help than others. They think that through their skills and hard work, they have successfully achieved their other goals and they feel that they will be able to overcome these emotions similarly; or they might think that exposing their weakness would cause everything to crumble – their success, their integrity and their relationships to other people (“High Achievers” 2018).

Furthermore, interconnected with the previous information, the perspective of other people to student achievers also resulted in this undertaking. According to the participants, other people tend to view high-achieving students, sometimes, in a negative way. Others think they are perfect, but according to them, they are just normal individuals who just make much effort and work hard to get what they want to achieve in life.

As one of the world’s most renowned universities for innovation, Massachusetts Institute of Technology, have stated in an article, they have described high achieving students as: ***“Accomplished, bright, and ambitious. But at times, anxious, deeply depressed, or even hopeless.”***

Lastly, research was also mentioned by a student participant (S6) as her unforgettable experience during her junior high school years. The participant was previously in a special science program wherein there’s a specialized subject: Research, that tested her skills and ability as a high achieving student. It was said that being a student achiever was not just being good at written works but also being great in strategies, critical thinking, multi-tasking, social and communication skills and performance-based tasks as Research is an undertaking that requires effort in making and producing it, especially in the collection of data. The participant had taken this field positively, that she was able to overcome it sufficiently.

In conclusion, the main focus and summary of this section is that: ***Positive and negative experiences may be encountered as a student achiever but the only thing that we all need to remember is that: It’s always on the mindset of oneself and how you deal with it will be the result of it.***

Positive thinking works. As proven by Dr. Norman Doidge in his book that detailed how this kind of thinking functions in the brain, also called as “Brain Plasticity” or “NeuroPlasticity.” It is that continuous, daily, and consistent positive thinking and doing good things every day can not only re-wire your brain, but can also make it stronger and activate parts that allow you to achieve greater success.

In terms of benefits, self-confidence topped the results. Self-confidence is believed to be one of the most significant motivators and regulators of conduct in the daily lives of people (Bandura, 1986). According to a study of Kansas State University professor, Candice Shoemaker, self-confidence in one’s academic capabilities is a crucial predictor or academic performance, especially for students (Briggs, 2014). Same results were also showed in a study of Aryana (2010) that high self-confidence is a very important factor that strengthens the prediction of academic achievement in students.

Moreover, positive perspective of other people to the students with highest honors also contributed in the increase of self-confidence. ***“If you are a student with highest honors, people value you, your ideas are always valued, and they won’t easily degrade you,”*** as said by the participants.

Lastly, future use of having good grades is considered to be a benefit, such as scholarships, future opportunities and the likes. Some students who encounter serious life struggles and interruptions face a harsh reality when applying to colleges and programs, as they are judged by other academic awards and issues such as grades and test scores. Grades do matter in universities, especially, in enrolling for a college degree. The grade point average is one aspect that colleges will take into account when deciding to accept or deny a student (Fleming, 2019). With these, it can be concluded that: ***Grades are important. It is the only evidence that we have really learned, and we can utilize this for future use.***

Lastly, for the last question in the interview guide, the themes about the challenges faced by the participants emerged. Time management topped the results.

Time Management refers to managing time effectively so that the right time is allocated to the right activity (“Time Management,” n.d.). Time management is very critical and can in turn affect the overall success and accomplishments of individuals (Arbin, Gan, Razali, & Rusiman, 2017). However, it is noted that it can be a challenge for student achievers as time management also requires effort and organization. Also, it is critically needed in maintaining good grades— the second theme that emerged as a challenge. It may be hard to achieve good grades for one semester, but it's even more difficult to maintain them. There are several ways on how to manage time such as being focused, organized, disciplined and many others (“Essential Tips,” n.d.). However, failing to keep this, expectations may arise— as the third theme that emerged in the results.

According to the Collins dictionary, a person's expectations are strong beliefs that someone have about the proper way of something should happen or someone should behave. An increasing number of research shows that expectations can influence everything from our perception of taste and experience enjoyment to our success on specific tasks. And what matters is not just our own expectations but the expectations of those around us as well (Stenger, 2019).

Based on a research published by the American Psychological Association, when parents have high hopes for the academic achievement of their children, the children tend to do better in school, unless those aspirations are unrealistic or far-fetched, the results can become the opposite, in which the children may not perform well in school.

“Our research revealed both positive and negative aspects of parents’ aspiration for their children’s academic performance. Although parental aspiration can help improve children’s academic performance, excessive parental aspiration can be poisonous,” said lead author Kou Murayama, PhD, of the University of Reading. The study was published in the [Journal of Personality and Social Psychology®](https://www.apa.org/pubs/journals/psp) (Sliwa, 2015).

With the responses of the participants, the negative side of these expectations was mainly addressed. These resulted to such disadvantages, specifically the negative impact to mental health— the twelfth theme that emerged in this undertaking. Negative impact to mental health was already considered as an unforgettable experience of the student participants and now believed to be also a challenge for them.

Mental health issues can affect a student's concentration, energy level, mental ability, dependability, optimism and hindering performance (“Consequences of Student,” n.d.). Knowing that the expectations of parents and teachers could have a pivotal impact on a child’s learning experience, both parents and teachers have to be aware that the same amount, or probably even more, attention needs to be geared towards students who seem to be lacking motivation and need an extra push to be able to reach their potential (“Effects of Expectation,” 2017).

Lastly, financial problem was also revealed to be a challenge on one of the student participant (S6) as she was in a private school during her elementary days. Several studies reported that between 9% and 40% of students feel that financial stress has negatively affected their academic performance (Bennett, Carter, & McCarty, 2015). However, the participant viewed this problem as a positive side wherein she chose to study hard to make all her tuitions fees in school worth it and her parents to be proud. Again, it’s all in the mindset.

As the overall conclusion, 40 to 60 percent of the intelligence was inherited together with the child’s environment to make up the 100 percent. Human development depends on the interaction between genes and the environment. Several factors that were revealed contributed to achieve academic success. Motivation and learning strategies mentioned are also necessary to maintain the good academic standing. Also, in being a consistent student achiever, challenges and negativities may come along the way but it is all in the mindset of oneself on how to deal with it. Besides, as a student achiever, several benefits are attributed, and these benefits weigh more than its disadvantages.

The following recommendations were given by the researchers for the improvement of this study and to also develop a new one out of the suggestion:

* For accuracy and credibility of the study, increase the number of participants as this study only covered the student with highest honors in the senior high school department of Pampanga High School, City of San Fernando, Pampanga.
* It is suggested to add more review of related literatures and studies to further support the research.

**REFERENCES**

**RESEARCHER’S PAGE**

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My name is Arjay Angelo L. Puri. I am 17 years old, one of the researchers who conducted this study. At first, when I don’t have any idea what really a research is, it makes me scared or afraid to study it. But our research teacher changed this kind of mentality. He said that Research is not death or problem, but research is life. Because I can use research not only to pass this semester or grade level but I can use it in college and master’s degree. That’s what gave me motivation to do research with all of my heart, and to embrace the culture of research.

At first I had a hard time to understand it and I do not know how to do it, but I always remember the end product or the results and the benefits of it when it was published or finished. This study for me is not that difficult it only requires something in order to accomplish it, just like time management, patience, effort and teamwork.

Research is not only beneficial to me as a researcher but it can also help other people or the community itself. This can be also served as a solution to different problems in the society.

**RESEARCHER’S PAGE**

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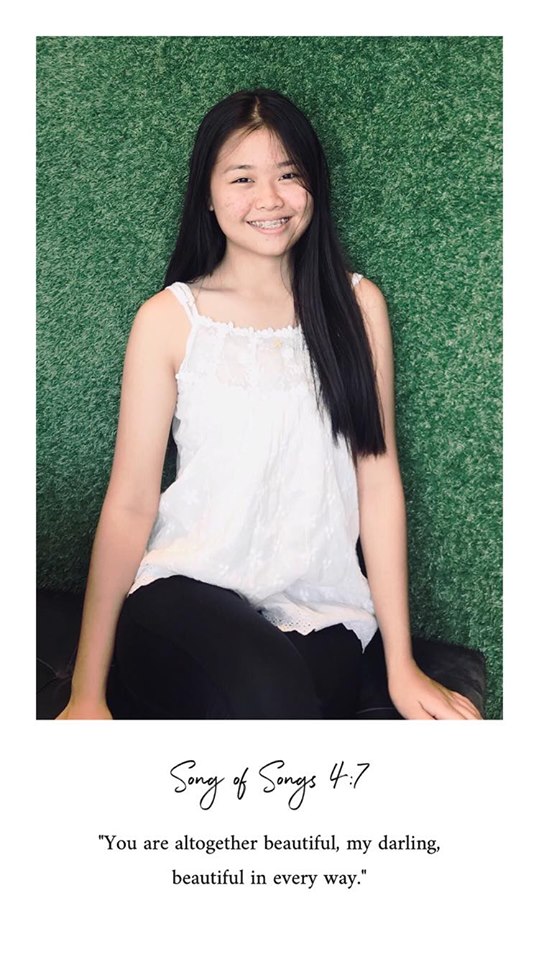
Hi! I’m William Yusi, I’m 16 years old and my birthday is on June 21. I’m a fan of Manga, Anime and Kpop, I also love playing games like League of Legends and I love to cook, I’m one of the students who conducted this study.

When I find out that we are getting a research topic, I hated it for some reason, well, I have an awful experience when it comes to Research, when I was in grade 10, we almost failed in our research because we lack knowledge about it, but now in grade 11, we have a teacher in PR1 who thought about how to perform a research properly.

He's a great teacher and has a lot of research experience, the subject is really challenging because it's too hard and my instructor was good at teaching research and with the aid of my classmates everything went smoothly. Our teacher always said that Research is Life, Embrace the culture of Research and to love Research.

Research comes from learning something new. Research is beneficial and really helpful not only to me but to us all, it can help people find something new to help our society.

**RESEARCHER’S PAGE**

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I’m sorry, I don’t know how to start this but here are some information about me: I am Richia De Jesus Larin, 16 years old from Pescadores, Candaba, Pampanga. I was born in May 06,2003. Okay, I’ll stop here. I’m not going to share everything, just some.

This school year, I made the toughest decision in my life; and that was choosing STEM strand. I didn’t expect this year will be the hardest yet fun school year. I struggled a lot in the first 2 weeks of June because of the adjustments I made. I used to be a happy-go-lucky student when I was in junior years so I was culture shocked when I entered this class with the smartest and hard-working students I’ve ever met. Now here I am, still struggling, lmao, but I won’t give up for my dream and that is to become a doctor.

**RESEARCHER’S PAGE**

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Hi! I’m Gwen Mendoza, 16 years of age and my birthday is on April 11. I’m a fan of Korean dramas and Kpop, I also love turning my old clothes into new ones and I love watching look books, mukbangs, Master Chef and etc… I’m one of the students who conducted this study. When I heard that we are having a research subject, I started to get nervous, well I already have an experience when I was in grade 10, but I know to myself that my knowledge about it back then are not enough. So I started to get nervous, but our teacher at PR1 is very kind and is really good at teaching it, even though the subject is hard itself it went all smoothly because of the help of my classmates, groupmates and specially my teacher. He always told us to embrace the culture of research, and that research is life it’s true though, everything is done by a research. Of course, at first, research is hard but if you actually have a unity with your group, a proper time management and if you listen to the discussion, everything is good and you’ll realize that it’s not that hard.

Research is done in order for us to learn and be aware of something. It is beneficial and really helpful not only for me but to all of us, research can also give voice to those people who need help and research can also help a certain individual to know or learn for something they want.

**RESEARCHER’S PAGE**



The name is Jacel “Cute” Mesina. Look at that picture! It’s so cute! I know, right! It’s the smile from the movie, “Truth or Dare!” Skl.

My birthdate is on May 04, 2003 and I currently live in Brgy. San Juan, City of San Fernando, Pampanga. Follow me on my social media accounts to know more about me!

* Instagram: @seyyychan
* Twitter: @seyyychan
* Wattpad: @seyyychan
* Facebook: Jacel Mesina
* Youtube: Seysey Mesina

I don’t know about research. Honestly, I want to conduct the study individually as I don’t really know how to work with other people but I still had fun because I love my groupmates! Kbye, don’t forget to follow me on my social media accounts! I have cuter and bomb photos there! Bye!

EULYSIS MANANQUIL (S1)

Jacel: So, our study is entitled "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors." For the first question, when was the first time you achieved academic excellence?

Eulysis: Pa'nong academic excellence?

Jacel: With honors, gano'n.

Eulysis: Ah, honors, siguro nag-start ako no'ng grade 3 ako.

Gwen: Tuloy-tuloy.

Eulysis: Uh, grade 3, top 10 ako sa klase namin no'n.

Jacel: Noong grade 1, hindi? Prep gano'n.

Eulysis: Ah, hindi, noong grade 1 pala, 2nd ako sa room namin, tapos 'yun, basta mula grade 1 na up until now, may nakukuha naman ako every year, gano'n.

Jacel: What do you think are the factors that contributed into this achievement?

Eulysis: Siguro 'yung ano, 'yung sa sarili siguro, 'yung will na to never stop tapos yung pangalawa 'yung guidance na nare-receive ko sa parents ko, kasi feeling ko, 'yung the way ng pagpapalaki nila sa amin ni kuya, 'yun 'yung naging malaking factor din kung sino kami ngayon, 'yung values na natutunan namin, gano'n, ayon, at saka 'yung discipline na ini-impose sa 'min, 'yun, feeling ko 'yon talaga 'yung naging main factors. 'Yung una nga, 'yung will ko sa sarili ko, 'yung inner motivation na naka-base sa sarili ko at saka pangalawa, 'yung values, 'yung guidance ng parents ko at saka 'yung discipline nga na tinuro.

Jacel: What are your motivation, inspiration, learning strategies and hobbits in maintaining, maintaining your good academic standing? Maintaining hanggang ngayon.

Eulysis: Siguro, una na rin 'yung time management, lalo na kung may extra curricular activities pa, gano'n, at saka lalo na kung sabay-sabay 'yung projects, siguro tamang time management, I mean gano'n ginagawa ko, time management talaga sine-set ko kung anong oras ako mag-start ng ganito, kung anong oras gano'n, kailan ko gagawin 'yung ganito, ayun, tapos maganda sana 'yung parang plano ko talaga lagi, kung may malaking project, one month preparation time or one month before, example din sa events, gano'n. 1 month preparation time, I mean, 'yun 'yung plano ko, gano'n, pero kung 'di na achieve, gagawin ko na lang i-fluid 'yung schedule ko no'n, time management ulit, gano'n, tapos aside do'n, siguro 'yung paglilista ko ng mga bagay-bagay lalo na kung marami nga ulit 'yung ginagawa para lagi akong nasa track kung alam ko anong gagawin ko kahit 'di ako pumapasok minsan, gano'n, tapos ano pa ba? Strategies?

Jacel: Studying routines.

Eulysis: Studying routines? Siguro sa pagre-review, mga 2-3 times na babasahin and if kaya, susulat ko rin 'yung kung ano 'yung binabasa ko tapos...

Jacel: Inspiration.

Eulysis: Inspiration... Ispiration ko siguro, 'yung family ko tapos si God, syempre, tapos siguro, inspiration ko rin 'yung navi-vision ko in the future kung ano 'yung gusto kong maging and kung ano 'yung gusto kong ma-help sa ibang tao, siguro 'yun lang naman halos 'yung motivation ko and para sa 'kin, more than enough na motivation na 'yon para ma-keep sa 'kin to do what I can sa kinakaya ko, gano', so 'yun nga. Family, si God, at saka syempre, 'yung friends din at saka 'yung mga tao na nandyan lagi to support me kasi alam ko 'di ako nag-iisa kasi nandyan sila kaya 'yun siguro 'yung naging motivation ko para mas magpursigi lalo everyday.

Jacel: What are the unforgettable experiences you have encountered in years being an achiever? Pwedeng happ— positive or negative.

Eulysis: Memorable experience...

Jacel: 'Yung pwede mong i-share.

Eulysis: Oo sige, siguro... Ay, nakakahiya.

Eulysis: Ah, siguro 'yung ano, feeling ko 'yun na 'yung ngayon na nakakuha akong highest honor kasi parang dati, no'ng nagka—nagka-ranking ng mga honors, high, at saka highest, sabi ko, "Napakaano naman ng mga highest na 'yan, siguro 'di na tao mga 'yun," sabi ko tapos no'ng first quarter at saka second quarter, nagulat ako kasi 'di ko in-expect e, 'di ko talaga goal 'yun, basta goal ko, gawin ko lang lahat ng makakaya ko, help people kung sinong— anong makakaya kong gawin, gano'n, tapos ayon, no'ng after ng end ng quarter, sabi, with highest daw ako, like, sobrang sobrang saya ko, like—

Jacel: Pati third?

Eulysis: Ah, hindi, high, high ako this third quarter and tapos ayun, sobrang nasha-shock pa rin ako, like wow, ando'n na, ando'n na pala ako sa parang pinapangarap ko dati, like may na... may naalis na 'ko sa mga nasa bucket list ko or mga pangarap ko within my high school life, gano'n, para sa 'kin, blessing at the same time challenge rin sa akin lalo na ando'n na 'ko, ano pa 'yung kaya kong magawa to improve myself better.

Jacel: Fifth question, what are the benefits of being one of the students with highest honors?

Eulysis: Benefits...

Jacel: 'Yung tingin ng tao sa 'yo, sa parents mo, gano'n.

Eulysis: Benefits siguro, pang-sarili ko na lang kasi naglalagay siya sa akin ng positive na impact na nagawa ko na 'to, magagawa ko pa ulit. Siguro, 'yun lang 'yung naging motivation sa akin na i-maintain lang 'yun and just maintain, siguro to do better na kung ano nakuha ko, mas mataas pa do'n, sana, gano'n siguro, as for perspective ng ibang tao 'di ko na masyadong naiisip din or kailangang isipin kase para sa akin talaga, kung may gagawin ka, gawin mo 'yun para sa sarili mo.

Jacel: Yes, galing, last question, what are the challenges that you have faced in achieving and maintaining your good academic standing? Challenges.

Eulysis: Ah, okay, challenges. Challenges, siguro pinakanacha- challenge talaga ako pagdating sa time management talaga, kunwari, no'ng first quarter, 2nd quarter, may time na 'di ako pumasok ng isang buwan, as in, 'di talaga pumasok kasi nagsabay-sabay 'yung events, may journalism ako tapos may event kaming Phsssgo...

Jacel: Sanay ka naman!

Eulysis: Oo nga, e, pero ayun, 'yun 'yung naging challenge talaga sa akin kasi after no'ng 1 month na 'yun, feeling ko first day of class ulit, parang back from square one ako pero 'yun, nakayanan ko naman, na-survive ko and so, 'yun lang naman 'yung naging challenge sa akin tapos siguro minsan din, expectations ng mga tao kasi nandoon ka, parang sobrang layo na ng tingin sa 'yo, I mean tao rin naman ako, I make a lot of mistakes everyday, siguro, ayoko lang isipin ng mga tao na sobrang out-of-reach ko kasi malungkot 'yun para sa 'kin. Kung iniisip 'yun ng mga tao, pero 'yun siguro, 'yun lang naman, 'yung naging challenge sa 'kin na challenge na ma-maintain 'yun 'yung ginagawa ko and number two, challenge na ma-maintain 'yung tingin din sa 'kin, siguro ng ibang tao as a person na hindi mapalayo 'yung loob ko sa iba kasi ayoko talaga 'yung feeling na, "Wow, Eulysis!" Ayoko 'yung iniisip ng mga tao sa akin na 'yun nga, gusto ko isipin nila na someone who can be by their side na tutulungan sila ano mang mangyari.

EINSTEINS OF THE GENERATION: A STUDY ABOUT THE LIVED EXPERIENCES OF STUDENTS WITH HIGHEST HONORS

A Research

Presented to the Senior High School Department

Pampanga High School, City of San Fernando, Pampanga

In Partial Fulfillment of the Requirements

In Practical Research 1

Arjay Angelo L. Puri

William G. Yusi

Richia D. Larin

Gwen Feliz L. Mendoza

Jacel I. Mesina

11 STEM E

March 2020

VERBATIM TRANSCRIPTION OF S1

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S1: Ah, honors, siguro nag-start ako no'ng grade 3 ako.

Gwen: Tuloy-tuloy.

S1: Uh, grade 3, top 10 ako sa klase namin no'n.

Jacel: Noong grade 1, hindi? Prep gano'n.

S1: Ah, hindi, noong grade 1 pala, 2nd ako sa room namin, tapos 'yun, basta mula grade 1 na up until now, may nakukuha naman ako every year, gano'n.

Jacel: What do you think are the factors that contributed into this achievement?

S1: Siguro 'yung ano, 'yung sa sarili siguro, 'yung will na to never stop tapos yung pangalawa 'yung guidance na nare-receive ko sa parents ko, kasi feeling ko, 'yung the way ng pagpapalaki nila sa amin ni kuya, 'yun 'yung naging malaking factor din kung sino kami ngayon, 'yung values na natutunan namin, gano'n, ayon, at saka 'yung discipline na ini-impose sa 'min, 'yun, feeling ko 'yon talaga 'yung naging main factors. 'Yung una nga, 'yung will ko sa sarili ko, 'yung inner motivation na naka-base sa sarili ko at saka pangalawa, 'yung values, 'yung guidance ng parents ko at saka 'yung discipline nga na tinuro.

Jacel: What are your motivation, inspiration, learning strategies and hobbits in maintaining, maintaining your good academic standing? Maintaining hanggang ngayon.

S1: Siguro, una na rin 'yung time management, lalo na kung may extra curricular activities pa, gano'n, at saka lalo na kung sabay-sabay 'yung projects, siguro tamang time management, I mean gano'n ginagawa ko, time management talaga sine-set ko kung anong oras ako mag-start ng ganito, kung anong oras gano'n, kailan ko gagawin 'yung ganito, ayun, tapos maganda sana 'yung parang plano ko talaga lagi, kung may malaking project, one month preparation time or one month before, example din sa events, gano'n. 1 month preparation time, I mean, 'yun 'yung plano ko, gano'n, pero kung 'di na achieve, gagawin ko na lang i-fluid 'yung schedule ko no'n, time management ulit, gano'n, tapos aside do'n, siguro 'yung paglilista ko ng mga bagay-bagay lalo na kung marami nga ulit 'yung ginagawa para lagi akong nasa track kung alam ko anong gagawin ko kahit 'di ako pumapasok minsan, gano'n, tapos ano pa ba? Strategies?

Jacel: Studying routines.

S1: Studying routines? Siguro sa pagre-review, mga 2-3 times na babasahin and if kaya, susulat ko rin 'yung kung ano 'yung binabasa ko tapos...

Jacel: Inspiration.

S1: Inspiration... Ispiration ko siguro, 'yung family ko tapos si God, syempre, tapos siguro, inspiration ko rin 'yung navi-vision ko in the future kung ano 'yung gusto kong maging and kung ano 'yung gusto kong ma-help sa ibang tao, siguro 'yun lang naman halos 'yung motivation ko and para sa 'kin, more than enough na motivation na 'yon para ma-keep sa 'kin to do what I can sa kinakaya ko, gano', so 'yun nga. Family, si God, at saka syempre, 'yung friends din at saka 'yung mga tao na nandyan lagi to support me kasi alam ko 'di ako nag-iisa kasi nandyan sila kaya 'yun siguro 'yung naging motivation ko para mas magpursigi lalo everyday.

Jacel: What are the unforgettable experiences you have encountered in years being an achiever? Pwedeng happ— positive or negative.

S1: Memorable experience...

Jacel: 'Yung pwede mong i-share.

S1: Oo sige, siguro... Ay, nakakahiya.

S1: Ah, siguro 'yung ano, feeling ko 'yun na 'yung ngayon na nakakuha akong highest honor kasi parang dati, no'ng nagka—nagka-ranking ng mga honors, high, at saka highest, sabi ko, "Napakaano naman ng mga highest na 'yan, siguro 'di na tao mga 'yun," sabi ko tapos no'ng first quarter at saka second quarter, nagulat ako kasi 'di ko in-expect e, 'di ko talaga goal 'yun, basta goal ko, gawin ko lang lahat ng makakaya ko, help people kung sinong— anong makakaya kong gawin, gano'n, tapos ayon, no'ng after ng end ng quarter, sabi, with highest daw ako, like, sobrang sobrang saya ko, like—

Jacel: Pati third?

S1: Ah, hindi, high, high ako this third quarter and tapos ayun, sobrang nasha-shock pa rin ako, like wow, ando'n na, ando'n na pala ako sa parang pinapangarap ko dati, like may na... may naalis na 'ko sa mga nasa bucket list ko or mga pangarap ko within my high school life, gano'n, para sa 'kin, blessing at the same time challenge rin sa akin lalo na ando'n na 'ko, ano pa 'yung kaya kong magawa to improve myself better.

Jacel: Fifth question, what are the benefits of being one of the students with highest honors?

S1: Benefits...

Jacel: 'Yung tingin ng tao sa 'yo, sa parents mo, gano'n.

S1: Benefits siguro, pang-sarili ko na lang kasi naglalagay siya sa akin ng positive na impact na nagawa ko na 'to, magagawa ko pa ulit. Siguro, 'yun lang  'yung naging motivation sa akin na i-maintain lang 'yun and just maintain, siguro to do better na kung ano nakuha ko, mas mataas pa do'n, sana, gano'n siguro, as for perspective ng ibang tao 'di ko na masyadong naiisip din or kailangang isipin kase para sa akin talaga, kung may gagawin ka, gawin mo 'yun para sa sarili mo.

Jacel: Yes, galing, last question, what are the challenges that you have faced  in achieving and maintaining your good academic standing? Challenges.

S1: Ah, okay, challenges. Challenges, siguro pinakanacha- challenge talaga ako pagdating sa time management talaga, kunwari, no'ng first quarter, 2nd quarter, may time na 'di ako pumasok ng isang buwan, as in, 'di talaga pumasok kasi nagsabay-sabay 'yung events, may journalism ako tapos may event kaming Phsssgo...

Jacel: Sanay ka naman!

S1: Oo nga, e, pero ayun, 'yun 'yung naging challenge talaga sa akin kasi after no'ng 1 month na 'yun, feeling ko first day of class ulit, parang back from square one ako pero 'yun, nakayanan ko naman, na-survive ko and so, 'yun lang naman 'yung naging challenge sa akin tapos siguro minsan din, expectations ng mga tao kasi nandoon ka, parang sobrang layo na ng tingin sa 'yo, I mean tao rin naman ako, I make a lot of mistakes everyday, siguro, ayoko lang isipin ng mga tao na sobrang out-of-reach ko kasi malungkot 'yun para sa 'kin. Kung iniisip 'yun ng mga tao, pero 'yun siguro, 'yun lang naman, 'yung naging challenge sa 'kin na challenge na ma-maintain 'yun 'yung ginagawa ko and number two, challenge na ma-maintain 'yung tingin din sa 'kin, siguro ng ibang tao as a person na hindi mapalayo 'yung loob ko sa iba kasi ayoko talaga 'yung feeling na, "Wow, S1!" Ayoko 'yung iniisip ng mga tao sa akin na 'yun nga, gusto ko isipin nila na someone who can be by their side na tutulungan sila ano mang mangyari.

Jacel: Thank you! Tapos na!

S1: Thank you rin.

VERBATIM TRANSCRIPTION OF S2

Richia: So, the title of our study is "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors."

S2: Pwede naman Tagalog, 'di ba?

Richia: Lived experiences of students with highest honors, 'yung objectives namin is, "This study primarily aims to inquire into the lived experiences of select students with highest honors as assessed based on the Deped Order No. 36, Series 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. So, question number one, when was the first time you achieved academic excellence?

S2: Noong grade 1 pero wala pa no'n 'yung with honors, with high and with highest, ano pa lang, 'yung mga top, gano'n.

Richia: What do you think are the factors that contributed into this achievement?

S2: Siguro, 'yung ano, pagtuturo kasi nagpapa-tutor no'n ako.

Richia: What are you motivation?

S2: Ano, 'yung parents ko kasi, sila 'yung dahilan kung bakit nakakapasok...

Richia: How about your learning strategies?

S2: Ano, 'pag— kunyari may test, 'yung ginagawa ko, pumupunta ako doon sa matahimik— hindi ako nakakapag-review kapag maingay tapos binabasa ko siya nang malakas.

Richia: What are your hobbies in maintaining your good academic standing?

S2: Parang wala naman, kapag may test, do'n lang magre-review.

Richia: What are the unforgettable experiences you have encountered in this... in years being an achiever?

S2: Ano, 'yung makikita mong natutuwa 'yung parents mo kasi proud sila sa 'yo.

Richia: What are the benefits of being one of the students with highest honors?

S2: 'Di ko alam kung benefits siya kasi minsan parang iniisip nila na porke with highest ka, ikaw 'yung parang... matalino ka na agad, gano'n, 'di nila alam na syempre, gumawa ka rin ng way, 'yung parang nagpursigi ka rin para makapag-aral nang maayos.

Richia: What are the challenges that you have faced in achieving and maintaining your good academic standing?

S2: Yung kapag, ano, uh, sabay-sabay yung mga test, syempre, mahirap mag-review na sobrang dami ng mga kailangan mong basahin, i-memorize, gano'n.

Richia: Thank you po.

Jacel: Thank you.

S2: Thank you.

VERBATIM TRANSCRIPTION OF S3

Arjay: Ang study po namin is entitled "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors." Ang objectives: This study primarily aims to inquire into the lived experiences of select students with highest honors as assessed based on the Deped Order No. 36, Series 2016 or the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program. 'Yung pong first question: when was the first time you achieved academic excellence?

S3: Ah, ako, since pre-elem, nakaka-achieve na ako ng academic excellence, since pre-elem pa, from kinder hanggang ngayon.

Arjay: What do you think are the factors that contributed into this achievement?

S3: Siguro, uhm, 'yung support ng parents tapos 'yung sarili rin kung paano mo ima-manage 'yung oras mo sa pag-aaral.

Arjay: What are your motivations, inspiration or learning strategies and hobbies in maintaining your good academic standing?

S3: Ano, ulit?

Arjay: Your motivation.

S3: Motivation?

Jacel: Maintaining, 'yung hanggang ngayon ginagawa mo.

S3: Motivation ko?

Jacel: Oo, 'yung motivation, learning strategies...

William: Unahin mo muna motivation, para...

S3: Motivation ko: family, kasi ginagawa ko 'yung pag-aaral nang mabuti kasi gusto kong ituloy 'yung legacy ng mga tito ko kasi hindi sila nakapagtapos ng engineer so, gusto ko ring... parang gusto kong ako 'yung pumalit sa kanila.

Jacel: Hindi sila nakapagtapos ng—

S3: Tapos ng engineer— engineering, so gusto ko, ako 'yung tumapos no'n.

Jacel: Ah, okay.

Arjay: Insipiration.

S3: Inspirations? 'Di ba parehas lang 'yon?

Jacel: Oo nga, haha.

Arjay: O 'di kasi, learning strategies.

S3: Learning strategies ko, kapag 'di ko nagi-gets 'yung lesson, youtube gano'n, tapos minsan... minsan nanghihingi rin ako ng guidance sa kaibigan ko na nakaka-gets do'n sa lesson.

Arjay: What are the unforgettable experiences you have encountered in years being an achiever?

S3: Unforgettable?

Jacel: Pwedeng negative, gano'n, pwedeng positive. Breakdowns, gano'n...

S3: Oo, breakdowns, napi-pressure rin, gano'n, tapos syempre 'yung mga iba, feeling nila, superior ka sa ginagawa mo, gano'n, parang akala nila, ikaw 'yung magaling, bida-bida ka, gano'n, pero positive naman, nagiging proud 'yung parents mo and, parang fulfillment sa sarili mo.

Arjay: What are the benefits of being one of the students with highest honors?

S3: Uhm, benefits? Siguro, sa pagkuha ng career, kasi sabi nila, 'di ba? 'Yung mga grades, number lang, pero feel ko, kailangan din 'yun kasi 'yun 'yung unang tinitignan din, e, 'pag ka nag-aano ka ng trabaho.

Arjay: What are the challenges that you have faced in achieving and maintaining your good academic standing?

S3: Challenges? Uhm, once na rin akong bumagsak.

Jacel: Saan?

S3: Elem— elementary, subject: Sibika at Kultura, 'yon... Parang...

Jacel: Line of seven?

S3: Oo, line of seven siya.

Jacel: Bakit?

S3: Hindi ko kasi talaga gusto 'yung gano'ng subject kaya gano'n.

Jacel: Yey, thank you!

S3: 'Yun na 'yon?

Jacel: Oo!

Arjay: Thank you.

S3: Thank you rin, sige.

VERBATIM TRANSCRIPTION OF S4

Jacel: Our study is entitled, “Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors. For the first question, when was the first time you achieved academic excellence and what do you think are the factors that contributed into this achievement?

S4: Ah… Kahit Taglish?

Jacel: Opo.

S4: By academic achievement, do you mean with highest honors lang or with any honor?

Jacel: Any honors.

S4: Since grade seven.

Jacel: Noong grade 6, hindi ka?

S4: Ah, so way back talaga?

Jacel: Oo, kinder, gano’n.

S4: Since kinder.

Jacel: Ah, since kinder? Ano ‘yung mga na-achieved mo no’n? Kahit ‘yung mga best in ano lang…

S4: Halos honors.

Jacel: Tapos, what do you think are the factors? Like environment and parent, gano’n.

S4: Factors, feeling ko hindi ako masyadong pine-pressure ng mga magulang ko, more on, ano, self-exertion. So, regarding factors, sa sarili kong sikap.

Jacel: What are your motivations, inspirations and hobbies in maintaining your good academic standing? Hanggang ngayon na ginagawa mo.

S4: Una, hindi ko masyadong inii-stress, kung baga, may effort pero hindi ‘yung to the point na magbe-break ka, gano’n. Time management din, ‘di ba, 3 days tayong may pasok tapos 4 days tayong vacant, hindi lilipas ‘yung isang araw na wala kang nagagawa kahit isang academic. Okay lang kahit pa konti-konti basta natatapos, gano’n.

Jacel: Inspirations…

S4: Parents ko at saka ‘yung gusto kong matupad.

Jacel: ‘Yung learning strategies? ‘Yung kapag nagre-review, gano’n.

S4: Ah, alam niyo ‘yung quizlet na app?

Jacel: Ah, ‘yung ginagamit natin noon?

S4: Oo, ginagamit ko ‘yun. Kapag tamad kang mag-review ng paper, magku-quiz ka gamit ‘yung app na ‘yon. Minsan naman kapag understanding siya, magsususlat ka ng summary nung nabasa mo based on your understanding, gano’n.

Jacel: Next question, what are the unforgettable experiences of being one of the students with highest honors? Sa perspective ng ibang tao, ‘yung tinging nila sa ‘yo, gano’n. Kahit negative or positive.

S4: Uhm… negative, unforgettable?

Jacel: ‘Yung pwede mong ma-share, gano’n.

S4: Uhm… medyo daily life lang kasi pero maganda ‘yung sense of achievement na nagpagod ka sa isang bagay tapos makakakuha ka ng reward para do’n. ‘Yun.

Jacel: And what are the benefits of being a student with highest honors? Sa perspective rin ng ibang tao, ‘yung tingin nila sa ‘yo, gano’n.

S4: Uhm… in terms of merit, wala namang long effect sa akin pero ‘di ko pa alam since wala pa akong direct experience. Pero maraming nakakaalam, privileges kung mataas ‘yung nakukuha nila, gano’n. Pero I supposed, mas marami akong privileges na matatanggap, for example, scholarships o kung mag-a-apply ka and since maintaining high grades requires an effort, so, incase na maka-encounter ka ng mga oras na maraming gagawin, at least, sanay ka na ‘di ba? Ah… ngayon lang pala pumasok sa isip ko na tinanong ‘yung factor kanina? ‘Di ba, nasanay tayo no’ng SSC na maraming ginawa, pero ngayon mas nag-tone down nang kaunti kasi nasanay ka na sa gano’n.

Jacel: Last question, what are the challenges that you have faced in achieving and maintaining your good academic standing?

S4: Challenges, in maintaining itself. Mahirap mag-maintain ng grades, that act alone, ‘yun nga, sinabi ko kanina na maintaining grades requires effort and ang challenge do’n minsan, kapag sanay ka na nakakakuha ng mataas tapos nakakuha ka ng mababa, kahit hindi mo masyadong ano…affected ka, kahit papaano. Like may part na madi-disappoint ka. Ito lang ba kaya kong gawin? ‘Yun ‘yung challenge do’n. Ano pa ba? Challenges at saka?

Jacel: Sa expectations?

S4: Wala masyadong expectations sa akin ‘yung parents ko and wala rin akong expectations sa sarili ko, ginagawa ko lang kung ano ‘yung kaya kong gawin. Pero minsan kasi, you know, may impact kapag halimbawa na nag- “Wow,may mataas kang honors, siguro makakakuha ka ng ganito sa test natin.” Ganyan, minsan kahit hindi mo napapansin yung sarili mo na nasu-sway ka na do’n sa mga expectations kahit alam mo sa sarili mo na alam mo anong mga kaya mong gawin. So minsan, nakakalungkot lang na hindi mo ma-meet ‘yung expectations ng iba tapos sasabihin nila na, “Ay, ganyan lang pala naabot mo.” Tapos nawawala ‘yung sense of achievement na may nagawa kang nakaka-proud. Pero at the end of the day, nami-meet mo, medyo chill ka na lang, gano’n.

Jacel: Thank you so much.

S4: Thank you rin.

VERBATM TRANSCRIPTION OF S5

Jacel: So for, uhm, our study is entitled, "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors." For the first question, when was the first time you achieved academic excellence?

S5: Since elem pa.

Jacel: Ay, 'yung mga... or...

S5: opo since elem pa Since,

Jacel: 'Yung?

S5: Pre-school.

Jacel: Pre-school? 'Yung mga awards no'n po, kasi 'di pa po K to 12, ano po 'yung mga awards niyo no'n?

S5: Uhm, base sa naalala ko, ano, top 5, gano'n, uhm, 'yun.

Jacel: Mula po no'ng pre-elem?

S5: Pre-elem, Top 5.

Jacel: Tapos, tuloy-tuloy na no'n? What do you think are the factors that contributed into this achievement?

S5: Uhm, syempre, dapat laging focus ka sa goal mo, gano'n, at saka influence ng family and society.

Jacel: What are your motivation, inspiration, learning strategies and hobbies in maintaining your good academic standing? Motivation muna po.

S5: Motivation parang dapat laging nasa isip mo yung dream mo kasi 'pag  na, 'pag nando'n lagi, parang never ka— never mong mafi-feel 'yun na unmotivated ka, gano'n.

Gwen: What are the unforgettable experiences you have encountered in years being an achiever?

Jacel: Kahit negative, positive po, gano'n.

S5: 'Yung negative muna. Naalala ko no'n, 'di ba, consistent since pre-school gano'n, tapos no'ng grade 6, parang nag-top 11 ako so nag-graduate akong wala.

Jacel: Aw.

S5: So...

Jacel: Graduation pa po, no?

S5: Oo, tapos no'ng, so... Noong high school, parang na-push ako na gawin lagi best ko. 'Di ba SSC? 'Yun, tapos, since no'n, tuloy-tuloy na naman.

Jacel: Uhm, what are the benefits of being one of the students with highest honors? In terms of 'yung perspective ng ibang tao sayo, gano'n po, 'yung 'yun po.

S5: Kahit ano?

Jacel: Kahit ano po. Benef—ay, opo.

S5: Benefits.

Jacel: Benefits.

S5: Wait lang, parang kunwari sa groupworks, gano'n, 'yung ideas mo, vina-value nila tapos, 'yung leadership gano'n, sa mga group works 'di ba? Madalas, kapag with highest ka, ikaw lagi 'yung leader, gano'n, so nali-lead mo 'yung iba mong groupworks and— Ay groupmates and parang nai-influenced mo sila na gawin lagi 'yung best nila.

Jacel: 'Yung ano po, balik 'yung mga learning strategies and hobbies in maintaining, nakalimutan po sinabi.

S5: Time management at saka dapat pina-plan mo 'ung mga group works and mga events sa life mo, gano'n.

Jacel: Uhm, last question.

Gwen: What are the challenges that you faced, you have faced in achieving and maintaning your good academic standing?

S5: Uhm, challenges 'di ba, minsan 'di naman maiiwasan 'yung maraming group works, gano'n, tapos parang napi-pressure ka na kasi ikaw 'yung leader per subject, gano'n, pero dapat 'di maging hindrance 'yon para gawin mo lagi 'yung best mo at saka gawin mo 'yung motivation para mas mapaganda 'yung output na... magawa niyo at saka isipin mo lang na 'yung mga activities na 'yun, magagamit mo rin sa future.

Jacel: Thank you po.

S5: Welcome po.

Jacel: Thank you.

Gwen: Thank you po.

VERBATIM TRANSCRIPTION OF S6

Jacel: Our study is entitled, "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors." So, for the first question, when was the first time you achieved academic excellence?

S6: Uhm, kahit hindi highest honors? Ano...

Jacel: Oo, kahit no'ng bata pa, gano'n. First time...

S6: Ano... pre-school.

Jacel: Ano 'yung mga awards? Gano'n. Kahit 'yung best in English, gano'n.

S6: Most responsible at saka ano, 4th honors noon.

Jacel: What do you think are the factors that contributed into this achievement? Na hanggang ngayon, 'yung factor na 'yon, factor pa rin.

S6: Ah, feeling ko kasi...syempre 'yung foundation ko kasi, maganda siya. Syempre, sa bahay, sina mama, tinuturuan ako and then 'yung school, no'ng grade school ako ay nagpo-provide nga siya ng quality education kaya hanggang high school, syempre, lalo na no'ng naging SSC nga, 'yung quality education, maganda kaya hanggang ngayon nadadala ko iyon— 'yung mga natutunan ko. Good foundation talaga 'yung pinaka-factor.

Jacel: What are your motivations,  inspirations, learning strategies and hobbies in maintaining your good academic standing? Motivations muna.

S6: Motivations ko kasi, gusto kong ma-achieve 'yung goal ko which is to become a doctor nga. Ah, syempre naging motivation na rin sa 'kin ay... siguro, inspiration na rin 'yung parents. 'Yung to give back 'yung mga paghihirap nila para sa akin. Kasi, nakita mo naman 'yung paghihirap nila para mag-aral ako tapos mapagtapos nila. Nagmo-motivate sa akin, 'yun nga, I want to achieve my dream.

Jacel: Learning strategies. Pwedeng specific.

S6: Learning strategies, para sa 'kin, ano, e, hindi ako 'yung focus talaga, hindi studious na... gano'n, parang ine-enjoy ko rin 'yung life ko na kunwari 'yung pag-sayaw nga at saka 'yung mga iba’t-ibang sports, ganyan, tapos 'pag ano naman, kunwari, sa learning strategies, kapag nagme-memorize ako, may Mnemonics...mine-memorize ko 'yung mga first words, ganyan, gumagawa ako ng mga mnemonics para mas mapadaling mag-memorize, 'yon.

Jacel: Uhm, what are the unforgettable experiences you have encountered in years being an achiever? Pwedeng positive or negative, gano'n.

S6: Ano, uh... 'yung research, grade 9 research, parang do'n na-test 'yung pagiging ano mo, kung paano ka as an achiever, hindi lang 'yung nasa books, nasa written, ganyan. Syempre, 'yung application din, parang gano'n. 'Yun 'yung pinaka-unforgettable moment ko na na-overcome ko naman with the help of classmates, teachers at saka 'yung parents ko.

Jacel: Negative.

S6: Negative? Siguro... Ah, hindi maalis 'yung ano eh, dahil achiever ka ngayon, kailangan sa susunod, achiever ka pa rin. 'Yung pressure, ah, kasi ine-expect nila na kung ganito ka ngayon, hanggang sa susunod, gano'n ka. 'Yun 'yung parang, hindi mo maalis sa isang achiever, 'diba? 'Yung pressure na kailangan mong ma-achieve ulit 'yung na-achieve mo ngayon or mas better pa.

Jacel: What are the benefits of being one of the students with highest honors? In terms of... sa future, gano'n, or sa tingin ng ibang tao, sa 'yo.

S6: Increases self concept, improves self confidence. People won't easily degrade you, hardwork paid off.

Jacel: Ah, last question. What are the challenges you have faced in order to achieve your good academic standing? Pwedeng story mo, gano'n, experience mo, challenges.

S6: Ah, challenges, 'yun nga, 'yung research. At saka, ano, ah, naging big challenge rin sa 'min no'n, 'yung financial problem. Syempre, noong grade school ako, nag-aral ako sa isang private school. Naging challenge para sa amin iyon, kaya nga ano, eh, dahil nasa private ako, ginagalingan ko na para hindi sayang 'yung binabayad ng nanay ko— ng parents ko para mapag-aral ako doon and 'yung pagiging isang SSC student, isang malaking challenge iyon kasi, as S6 na hindi talaga focused sa books or studious talaga na nag-aaral, lahat, ah, challenge 'yung pagiging SSC student na kailangan mo talagang mag-aral dahil nasa SSC ka. Iyon.

Jacel: Yey, yari ne! Thank you!

S6: Thank you.

VERBATIM TRANSCRIPTION OF S7

Jacel: So, our study is entitled, "Einsteins of the Generation: A Study about the Lived Experiences of Students with Highest Honors," uhm, for the first question, when was the first time you achieved academic excellence?

S7: Ah, uhm, siguro, ever since nag-start na 'kong mag-aral.

Jacel: Prep, gano'n? Ano 'yung mga—

S7: Kinder one.

Jacel: Ah, kinder one. 'Yung mga awards na nakuha mo, kahit—

S7: 'Yung pinakauna?

Jacel: Attendance Lang.

S7: Ano, mga best in... 'yung per subject, Best in English, Best in Math, mga gano'n.

Jacel: What do you think are the factors that contributed into this achievement? Factors.

S7: Factors, uhm...

Jacel: Na hanggang ngayon naa-apply din 'yung mga factors na 'yon, hanggang ngayon.

S7: Uhm, ano kasi, parang gusto ko na rin, gusto ko rin naman na nag... na achiever ako, na mayroon akong mga achievements sa buhay, gano'n, at saka, as the eldest kasi sa family, at saka sa lahat ng mga ano, sa generation namin, parang ako na lang din role model ng mga kapatid ko, at saka ng mga pinsan ko kaya 'yung parang, 'yon, nakaka-affect din 'yon, 'yung sa family tapos 'yung knowing na achievers din 'yung members sa family mo, parang magiging gano'n ka na rin, 'di ba? 'Yon.

Jacel: Third question.  What are your motivations or inspirations, learning strategies and hobbies in maintaining your good academic standing? Motivations muna, or inspiration.

S7: Uhm, inspirations, 'yung pangarap ko, syempre, na, uhm, someday, gusto kong maging chemical engineer, gano'n, tapos, uhm, motivation, ah, family and friends, of course.

Jacel: Uhm, learning strategies and hobbies, specific, gano'n, 'yung oras...

S7: Uhm, ah, nag-aano ako, uhm, schedule tapos as much as possible, uhm, sinusunod ko 'yun para... 'yung hindi ako nagagahol sa oras ng mga kailangan kong gawin tapos, uhm, lagi akong nag-aaral ng morning, hindi ako nakakapag-aral kapag after lunch na, parang nasanay na 'ko na gano'n, at saka 'di nagfa-function nang maayos 'yung utak ko, gano'n, tapos I always sleep ng nine ng gabi, 'di ako masyadong nagpupuyat tapos kapag naman walang pasok, ayon, gigising akong umaga, mga seven.

Jacel: Uhm, what are the unforgettable experiences you have encountered in years being an achiever? Kahit positive, negative or... na pwede mong i-share. Unforgettable experiences.

S7: Uhm, siguro, 'yung pinaka-memorable is 'yung... kapag 'yung feeling na bigla ka na lang nagbe-breakdown dahil sa sobrang dami ng ano mo... ng expectations, gano'n, tapos minsan, naapektuhan ka na ng mga sinasabi ng mga tao sa paligid mo. 'Yun.

Jacel: Positive.

S7: Positive, uhm, syempre, kapag aakyat ka sa stage tapos sasabitan ka ng medal ng parents mo... 'yon. Sobrang sarap sa feeling.

Jacel: Uhm, what are the benefits of being one of the students with highest honors?

S7: Benefits?

Jacel: Benefits.

S7: Uhm, siguro, bukod sa ano, good grades, siguro, 'yung mga opportunities din, like if mag-a-aaply ka sa mga universities and other schools— schools 'di ba? Parang ano 'yun, factor din 'yon na tinitignan nila, 'yung academic performance mo.

Jacel: Last question, what are the challenges that you have faced in order to achieve or maintain the good academic— your good academic standing? Challenges.

S7: Uhm, ayon nga, 'yung expectations ng mga tao, kasi, syempre, ever since bata ka, achiever ka na, so parang nakatatak na sa isip nila na hanggang saan, ganito ka na lang lagi, tapos 'yung... uhm, 'yon, tapos sa family naman, syempre, syempre, successful silang lahat so parang nando'n din 'yung pressure na kailangan para mahigitan mo kung ano 'yung na-achieve nila sa buhay nila.

Jacel: Thank you!

S7: Thank you so much!

**Keypoint Coding for S1**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S1a | Noong grade 1 pala, 2nd ako sa room namin, tapos 'yun, basta mula grade 1 na up until now, may nakukuha naman ako every year, gano'n. | The participant has achieved academic excellence since grade 1 up until the present time. | Achiever since grade one until now |
| S1b | Siguro 'yung ano, 'yung sa sarili siguro, 'yung will na to never stop tapos yung pangalawa 'yung guidance na nare-receive ko sa parents ko, kasi feeling ko, 'yung the way ng pagpapalaki nila sa amin ni kuya, 'yun 'yung naging malaking factor din kung sino kami ngayon, 'yung values na natutunan namin, gano'n, ayon, at saka 'yung discipline na ini-impose sa 'min, 'yun, feeling ko 'yon talaga 'yung naging main factors. 'Yung una nga, 'yung will ko sa sarili ko, 'yung inner motivation na naka-base sa sarili ko at saka pangalawa, 'yung values, 'yung guidance ng parents ko at saka 'yung discipline nga na tinuro. | The factors that can contribute into the achievement of having academic excellence include ownself— mindset, inner motivation and will to never stop and the guidance, discipline and values taught by parents. | Mindset of oneself as factor to be an achiever |
| Guidance and values taught by parents as factor to be an achiever |
| S1c | Siguro, una na rin 'yung time management, lalo na kung may extra curricular activities pa, gano'n, at saka lalo na kung sabay-sabay 'yung projects, siguro tamang time management, I mean gano'n ginagawa ko, time management talaga sine-set ko kung anong oras ako mag-start ng ganito, kung anong oras gano'n, kailan ko gagawin 'yung ganito, ayun, tapos maganda sana 'yung parang plano ko talaga lagi, kung may malaking project, one month preparation time or one month before, example din sa events, gano'n. 1 month preparation time, I mean, 'yun 'yung plano ko, gano'n, pero kung 'di na achieve, gagawin ko na lang i-fluid 'yung schedule ko no'n, time management ulit, gano'n, tapos aside do'n, siguro 'yung paglilista ko ng mga bagay-bagay lalo na kung marami nga ulit 'yung ginagawa para lagi akong nasa track kung alam ko anong gagawin ko kahit 'di ako pumapasok minsan, gano'n, tapos ano pa ba? Strategies? Studying routines? Siguro sa pagre-review, mga 2-3 times na babasahin and if kaya, susulat ko rin 'yung kung ano 'yung binabasa ko tapos... Inspiration... Ispiration ko siguro, 'yung family ko tapos si God, syempre, tapos siguro, inspiration ko rin 'yung navi-vision ko in the future kung ano 'yung gusto kong maging and kung ano 'yung gusto kong ma-help sa ibang tao, siguro 'yun lang naman halos 'yung motivation ko and para sa 'kin, more than enough na motivation na 'yon para ma-keep sa 'kin to do what I can sa kinakaya ko, gano'n, so 'yun nga. Family, si God, at saka syempre, 'yung friends din at saka 'yung mga tao na nandyan lagi to support me kasi alam ko 'di ako nag-iisa kasi nandyan sila kaya 'yun siguro 'yung naging motivation ko para mas magpursigi lalo everyday. | Some motivations or inspiration to maintain good academic standing can be God, family, supportive friends that will not make you feel alone and the vision someone is seeing or dreaming for himself/herself. Furthermore, it also includes the will to help other people. Also, time management is mainly needed in order to maintain good academic standing, making to-do list and being organized to stay on track, writing reviewers when reviewing and reading it 2-3 times. | God as motivation |
| Family as motivation |
| Friends as motivation |
| Dream as motivation |
| Will to help as motivation |
| Time management as learning strategy |
| Writing reviewers as learning strategy |
| Reading multiple times as learning strategy |
| S1d | Ah, siguro 'yung ano, feeling ko 'yun na 'yung ngayon na nakakuha akong highest honor kasi parang dati, no'ng nagka—nagka-ranking ng mga honors, high, at saka highest, sabi ko, "Napakaano naman ng mga highest na 'yan, siguro 'di na tao mga 'yun," sabi ko tapos no'ng first quarter at saka second quarter, nagulat ako kasi 'di ko in-expect e, 'di ko talaga goal 'yun, basta goal ko, gawin ko lang lahat ng makakaya ko, help people kung sinong— anong makakaya kong gawin, gano'n, tapos ayon, no'ng after ng end ng quarter, sabi, with highest daw ako, like, sobrang sobrang saya ko, like— and tapos ayun, sobrang nasha-shock pa rin ako, like wow, ando'n na, ando'n na pala ako sa parang pinapangarap ko dati, like may na... may naalis na 'ko sa mga nasa bucket list ko or mga pangarap ko within my high school life, gano'n, para sa 'kin, blessing at the same time challenge rin sa akin lalo na ando'n na 'ko, ano pa 'yung kaya kong magawa to improve myself better. | The unforgettable experience encountered by the participant is achieving the highest honors, itself. | Achieving highest honors as unforgettable experience |
| S1e | Benefits siguro, pang-sarili ko na lang kasi naglalagay siya sa akin ng positive na impact na nagawa ko na 'to, magagawa ko pa ulit. Siguro, 'yun lang 'yung naging motivation sa akin na i-maintain lang 'yun and just maintain, siguro to do better na kung ano nakuha ko, mas mataas pa do'n, sana, gano'n siguro, as for perspective ng ibang tao 'di ko na masyadong naiisip din or kailangang isipin kase para sa akin talaga, kung may gagawin ka, gawin mo 'yun para sa sarili mo. | A benefit of being a student with highest honors includes the motivation for oneself only to do better, as if you want to achieve something, you should do it for yourself. | Motivation of oneself as benefit |
| S1f | Ah, okay, challenges. Challenges, siguro pinakanacha-challenge talaga ako pagdating sa time management talaga, kunwari, no'ng first quarter, 2nd quarter, may time na 'di ako pumasok ng isang buwan, as in, 'di talaga pumasok kasi nagsabay-sabay 'yung events, may journalism ako tapos may event kaming Phsssgo... pero ayun, 'yun 'yung naging challenge talaga sa akin kasi after no'ng 1 month na 'yun, feeling ko first day of class ulit, parang back from square one ako pero 'yun, nakayanan ko naman, na-survive ko and so, 'yun lang naman 'yung naging challenge sa akin tapos siguro minsan din, expectations ng mga tao kasi nandoon ka, parang sobrang layo na ng tingin sa 'yo, I mean tao rin naman ako, I make a lot of mistakes everyday, siguro, ayoko lang isipin ng mga tao na sobrang out-of-reach ko kasi malungkot 'yun para sa 'kin. Kung iniisip 'yun ng mga tao, pero 'yun siguro, 'yun lang naman, 'yung naging challenge sa 'kin na challenge na ma-maintain 'yun 'yung ginagawa ko and number two, challenge na ma-maintain 'yung tingin din sa 'kin, siguro ng ibang tao as a person na hindi mapalayo 'yung loob ko sa iba kasi ayoko talaga 'yung feeling na, "Wow, Eulysis!" Ayoko 'yung iniisip ng mga tao sa akin na 'yun nga, gusto ko isipin nila na someone who can be by their side na tutulungan sila ano mang mangyari. | The challenges that can be encountered or faced as an achiever or a student with highest honors can be time management, maintaining good academic standing, itself, the expectations from the people around you, and the perspective of the people about you being "out of reach." | Time management as a challenge |
| Maintaining good grades as challenge |
| Expectations as challenge |
| Perspective of other people to an achiever as a challenge |

**Keypoint Coding for S2**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S2a | Noong grade 1 pero wala pa no'n 'yung with honors, with high and with highest, ano pa lang, 'yung mga top, gano'n. | The participant was on the ranking or top in his class since grade 1. | Achiever since grade one until now |
| S2b | Siguro, 'yung ano, pagtuturo kasi nagpapa-tutor no'n ako. | A factor that can contribute in being an achiever includes tutoring that was started at a young age. | Tutoring as factor to be an achiever |
| S2c | Motivation. Ano, 'yung parents ko kasi, sila 'yung dahilan kung bakit nakakapasok... Leaning strategies, ano, 'pag— kunyari may test, 'yung ginagawa ko, pumupunta ako doon sa matahimik— hindi ako nakakapag-review kapag maingay tapos binabasa ko siya nang malakas, hobbies, parang wala naman, kapag may test, do'n lang magre-review. | The motivation in order to maintain good academic standing can be parents. In reviewing, some factors can be done such as studying in a quiet place, and saying the information out loud to memorize and learn it. | Family as motivation |
| Studying in a quiet place as learning strategy |
| Reading out loud as learning strategy |
| S2d | Ano, 'yung makikita mong natutuwa 'yung parents mo kasi proud sila sa 'yo. | The participant's unforgettable experience is seeing his parents proud of him. | Proud parents as unforgettable experience |
| S2e | 'Di ko alam kung benefits siya kasi minsan parang iniisip nila na porke with highest ka, ikaw 'yung parang... matalino ka na agad, gano'n, 'di nila alam na syempre, gumawa ka rin ng way, 'yung parang nagpursigi ka rin para makapag-aral nang maayos. | The participant doesn’t really know if there's a benefit cause when you belong to the students with high achievements, they’ll think highly of you but the truth is he is just like any other student who worked hard and struggled to get what he wants to achieve. | N/A |
| S2f | Yung kapag, ano, uh, sabay-sabay yung mga test, syempre, mahirap mag-review na sobrang dami ng mga kailangan mong basahin, i-memorize, gano'n. | The challenges that someone can encounter as an achiever is having a lot of test and requirements to do, always. | Lots of works as challenge |

**Keypoint Coding for S3**

|  |  |  |  |
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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S3a | Ah, ako, since pre-elem, nakaka-achieve na ako ng academic excellence, since pre-elem pa, from kinder hanggang ngayon. | Since pre-elementary— kinder, the participant is already achieving academic excellence up until now. | Achiever since kinder until now |
| S3b | Siguro, uhm, 'yung support ng parents tapos 'yung sarili rin kung paano mo ima-manage 'yung oras mo sa pag-aaral. | Parental support, self-discipline and time management are the factors to consider in achieving academic excellence. | Parents as factor to be an achiever |
| Self-discipline as factor to be an achiever |
| Time management as factor to be an achiever |
| S3c | Motivation ko: family, kasi ginagawa ko 'yung pag-aaral nang mabuti kasi gusto kong ituloy 'yung legacy ng mga tito ko kasi hindi sila nakapagtapos ng engineer so, gusto ko ring... parang gusto kong ako 'yung pumalit sa kanila. Hindi sila nakapagtapos ng— Tapos ng engineer— engineering, so gusto ko, ako 'yung tumapos no'n. Learning strategies ko, kapag 'di ko nagi-gets 'yung lesson, youtube gano'n, tapos minsan... minsan nanghihingi rin ako ng guidance sa kaibigan ko na nakaka-gets do'n sa lesson. | Motivations in achieving and maintaining good academic standing can be family, specifically in the side of the participant, to continue the dream of his uncles who failed to pass engineering course. Furthermore, learning strategies that can be applied are asking for help to classmates and watching tutorials and informative videos on youtube when the lesson is confusing or difficult. | Family as motivation |
| Asking for help as learning strategy |
| Use of technology (Youtube) as learning strategy |
| S3d | Oo, breakdowns, napi-pressure rin, gano'n, tapos syempre 'yung mga iba, feeling nila, superior ka sa ginagawa mo, gano'n, parang akala nila, ikaw 'yung magaling, bida-bida ka, gano'n, pero positive naman, nagiging proud 'yung parents mo and, parang fulfillment sa sarili mo. | The unforgettable moment the participant had experienced is having breakdowns and when the people around him think he is the best or superior. On the positive note, his parents are proud of him and the feeling of fulfillment to himself. | Breakdowns as unforgettable experience |
| Perspective of other people to an achiever as unforgettable experience |
| Proud parents as unforgettable experience |
| S3e | Uhm, benefits? Siguro, sa pagkuha ng career, kasi sabi nila, 'di ba? 'Yung mga grades, number lang, pero feel ko, kailangan din 'yun kasi 'yun 'yung unang tinitignan din, e, 'pag ka nag-aano ka ng trabaho. | The benefit in having good academic standing includes the future use of it in choosing career. Most of the time, grades serves as the basis when finding jobs. | Future use in choosing career as benefit |
| S3f | Challenges? Uhm, once na rin akong bumagsak. Elem— elementary, subject: Sibika at Kultura, 'yon... Parang... Oo, line of seven siya. Hindi ko kasi talaga gusto 'yung gano'ng subject kaya gano'n. | The challenges that can be encountered as an achiever is failing. The participant had failed in a subject during elementary. | Failing as a challenge |

**Keypoint Coding for S4**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S4a | Since kinder. Halos honors. | The participant is an achiever since kinder. | Achiever since kinder until now |
| S4b | Factors, feeling ko, hindi ako masyadong pine-pressure ng mga magulang ko, more on, ano, self-exertion. So, regarding factors, sa sarili kong sikap. Ah… ngayon lang pala pumasok sa isip ko na tinanong ‘yung factor kanina? ‘Di ba, nasanay tayo no’ng SSC na maraming ginawa, pero ngayon mas nag-tone down nang kaunti kasi nasanay ka na sa gano’n. | The factors that can contribute in having academic excellence, is the support from parents, the thought of feeling comfort and not pressured and also, mainly, on self-exertion. The practice of being "used" or immune to accomplishing a lot of requirements can also contribute to this, as the participant is a former SSC student, saying she was used to doing lot of works. | Parents as factor to be an achiever |
| Self-exertion as factor to be an achiever |
| Special programs (SSC) as factor to be an achiever |
| S4c | Una, hindi ko masyadong inii-stress, kung baga, may effort pero hindi ‘yung to the point na magbe-break ka, gano’n. Time management din, ‘di ba, 3 days tayong may pasok tapos 4 days tayong vacant, hindi lilipas ‘yung isang araw na wala kang nagagawa kahit isang academic. Okay lang kahit pa konti-konti basta natatapos, gano’n. Inspirations... Parents ko at saka ‘yung gusto kong matupad. ‘Yung learning strategies? Ah, alam niyo ‘yung quizlet na app? Ginagamit ko ‘yun. Kapag tamad kang mag-review ng paper, magku-quiz ka gamit ‘yung app na ‘yon. Minsan naman kapag understanding siya, magsusulat ka ng summary nung nabasa mo based on your understanding, gano’n. | Motivations in order to maintain and achieve excellence awards includes parents and the mindset of oneself to eagerly achive his/ her dream in the future. In learning strategies, not being too stressed can work, as exerting effort is needed but not too much to the point of crossing the limits. Time management is also needed and using an application in playstore called "Quizlet" in reviewing. | Parents as motivation |
| Dream as motivation |
| Not pressuring oneself as learning strategy |
| Time management as learning strategy |
| Use of technology (Quizlet application) as learning strategy |
| S4d | Uhm… medyo daily life lang kasi pero maganda ‘yung sense of achievement na nagpagod ka sa isang bagay tapos makakakuha ka ng reward para do’n. ‘Yun. | The unforgettable experience of the participant is the feeling of sense of achievement in her own self whenever she achieves something because of her hard work. | Sense of achievement as unforgettable experience |
| S4e | Uhm… in terms of merit, wala namang long effect sa akin pero ‘di ko pa alam since wala pa akong direct experience. Pero maraming nakakaalam, privileges kung mataas ‘yung nakukuha nila, gano’n. Pero I supposed, mas marami akong privileges na matatanggap, for example, scholarships o kung mag-a-apply ka and since maintaining high grades requires an effort, so, incase na maka-encounter ka ng mga oras na maraming gagawin, at least, sanay ka na ‘di ba? | For the participant, merits do not really have a long term effect for but she doesn’t really know since she doesn’t experience a direct experience. For her, being one of those students with highest honors is a huge advantage or privilege in terms os scholarships or for applying a job. For her, in order to maintain her high grades, she needs to exert a huge effort. | Future scholarships and job applications as benefit |
| S4f | Challenge, in maintaining itself. Mahirap mag-maintain ng grades, that act alone, ‘yun nga, sinabi ko kanina na maintaining grades requires effort and ang challenge do’n minsan, kapag sanay ka na nakakakuha ng mataas tapos nakakuha ka ng mababa, kahit hindi mo masyadong ano…affected ka, kahit papaano. Like may part na madi-disappoint ka. Ito lang ba kaya kong gawin? ‘Yun ‘yung challenge do’n. Ano pa ba? Challenges at saka? Wala masyadong expectations sa akin ‘yung parents ko and wala rin akong expectations sa sarili ko, ginagawa ko lang kung ano ‘yung kaya kong gawin. Pero minsan kasi, you know, may impact kapag halimbawa na nag- “Wow, may mataas kang honors, siguro makakakuha ka ng ganito sa test natin.” Ganyan, minsan kahit hindi mo napapansin yung sarili mo na nasu-sway ka na do’n sa mga expectations kahit alam mo sa sarili mo na alam mo anong mga kaya mong gawin. So minsan, nakakalungkot lang na hindi mo ma-meet ‘yung expectations ng iba tapos sasabihin nila na, “Ay, ganyan lang pala naabot mo.” Tapos nawawala ‘yung sense of achievement na may nagawa kang nakaka-proud. Pero at the end of the day, nami-meet mo, medyo chill ka na lang, gano’n. | Maintaining grade, itself can be a challenge in being a student with highest honors. Also, expectations from the people that can lead to overthinking and loss of self of achievement is a big challenge to overcome as a student achiever. | Maintaining good grades as challenge |
| Negative thoughts and feelings as challenge |

**Keypoint Coding for S5**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S5a | Since pre-elem, top 5. | The participant is achieving academic excellence since pre-elementary school. | Achiever since pre-elementary until now |
| S5b | Uhm, syempre, dapat laging focus ka sa goal mo, gano'n, at saka influence ng family and society. | The factors that can contribute in achieving academic excellence include focusing on goals and also the influence from family and the society. | Goals as factor to be an achiever |
| Family as factor to be an achiever |
| Society as factor to be an achiever |
| S5c | Motivation parang dapat laging nasa isip mo yung dream mo kasi 'pag na, 'pag nando'n lagi, parang never ka— never mong mafi-feel 'yun na unmotivated ka, gano'n. Learning strategies: Time management at saka dapat pina-plan mo 'yung mga group works and mga events sa life mo. | The motivations in order to maintain good grades can be the dream of oneself, focusing on it whenever feeling unmotivated. For learning, it includes time management and having an organized plan on every group works and events in life. | Dream as motivation |
| Time management as learning strategy |
| S5d | 'Yung negative muna. Naalala ko no'n, 'di ba, consistent since pre-school gano'n, tapos no'ng grade 6, parang nag-top 11 ako so nag-graduate akong wala. Tapos no'ng, so... Noong high school, parang na-push ako na gawin lagi best ko. 'Di ba SSC? 'Yun, tapos, since no'n, tuloy-tuloy na naman. | The unforgettable experience of the participant is achieving consistently, then failing once, that lead her to doing the best that she could, learning from that past experience of hers. | Failing once as unforgettable experience |
| S5e | Wait lang, parang kunwari sa groupworks, gano'n, 'yung ideas mo, vina-value nila tapos, 'yung leadership gano'n, sa mga group works 'di ba? Madalas, kapag with highest ka, ikaw lagi 'yung leader, gano'n, so nali-lead mo 'yung iba mong groupworks and— Ay groupmates and parang nai-influenced mo sila na gawin lagi 'yung best nila. | The benefits includes the perspective of other people to an achiever— the way they value you and acknowledge your leadership, leading and influencing them, also, to do their best. | Perspective of other people to an achiever as benefit |
| Leadership skills as benefit |
| S5f | Uhm, challenges 'di ba, minsan 'di naman maiiwasan 'yung maraming group works, gano'n, tapos parang napi-pressure ka na kasi ikaw 'yung leader per subject, gano'n, pero dapat 'di maging hindrance 'yon para gawin mo lagi 'yung best mo at saka gawin mo 'yung motivation para mas mapaganda 'yung output na... magawa niyo at saka isipin mo lang na 'yung mga activities na 'yun, magagamit mo rin sa future. | Challenges that can be faced as a student with highest honors include being pressured in a lot of group works and being a leader in every activity at school. | Pressure as a challenge |

**Keypoint Coding for S6**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S6a | Uhm, kahit hindi highest honors? Ano... Ano... pre-school. Most responsible at saka ano, 4th honors noon. | The participant is an achiever since pre-school. | Achiever since pre-elementary until now |
| S6b | Ah, feeling ko kasi...syempre 'yung foundation ko kasi, maganda siya. Syempre, sa bahay, sina mama, tinuturuan ako and then 'yung school, no'ng grade school ako ay nagpo-provide nga siya ng quality education kaya hanggang high school, syempre, lalo na no'ng naging SSC nga, 'yung quality education, maganda kaya hanggang ngayon nadadala ko iyon— 'yung mga natutunan ko. Good foundation talaga 'yung pinaka-factor. | Factors that can contribute in being an achiever since childhood is having a good foundation— from parents who teaches you at a young age, quality education in school you are studying at and programs a school gives— like Special Science Class, as experienced by the participant. | Good foundation as factor to be an achiever |
| Parents as factor to be an achiever |
| Special programs (SSC) as factor to be an achiever |
| S6c | Motivations ko kasi, gusto kong ma-achieve 'yung goal ko which is to become a doctor nga. Ah, syempre naging motivation na rin sa 'kin ay... siguro, inspiration na rin 'yung parents. 'Yung to give back 'yung mga paghihirap nila para sa akin. Kasi, nakita mo naman 'yung paghihirap nila para mag-aral ako tapos mapagtapos nila. Nagmo-motivate sa akin, 'yun nga, I want to achieve my dream. Learning strategies, para sa 'kin, ano, e, hindi ako 'yung focus talaga, hindi studious na... gano'n, parang ine-enjoy ko rin 'yung life ko na kunwari 'yung pag-sayaw nga at saka 'yung mga iba’t-ibang sports, ganyan, tapos 'pag ano naman, kunwari, sa learning strategies, kapag nagme-memorize ako, may Mnemonics...mine-memorize ko 'yung mga first words, ganyan, gumagawa ako ng mga mnemonics para mas mapadaling mag-memorize, 'yon. | The determination and goal of someone towards her dream, the mindset of paying back to parents— or simply parents, are the motivations that can be utilized in order to maintain good academic standing. Also, using mnemonics in reviewing is a good learning strategy that works, as proven by the participant. Not pressuring oneself and enjoying life or having recreational activities can also help in achieving good grades. | Goal as motivation |
| Parents as motivation |
| Mnemonics as learning strategy |
| Not pressuring oneself as learning strategy |
| S6d | Ano, uh... 'yung research, grade 9 research, parang do'n na-test 'yung pagiging ano mo, kung paano ka as an achiever, hindi lang 'yung nasa books, nasa written, ganyan. Syempre, 'yung application din, parang gano'n. 'Yun 'yung pinaka-unforgettable moment ko na na-overcome ko naman with the help of classmates, teachers at saka 'yung parents ko. Negative? Siguro... Ah, hindi maalis 'yung ano eh, dahil achiever ka ngayon, kailangan sa susunod, achiever ka pa rin. 'Yung pressure, ah, kasi ine-expect nila na kung ganito ka ngayon, hanggang sa susunod, gano'n ka. 'Yun 'yung parang, hindi mo maalis sa isang achiever, 'di ba? 'Yung pressure na kailangan mong ma-achieve ulit 'yung na-achieve mo ngayon or mas better pa. | The unforgettable memory experienced by the participant is the research subject in her junior high school life and also the pressure she is always feeling from the perspective of other people to students that are achievers of students with highest honors. | Research as unforgettable experience |
| Pressure as unforgettable experience |
| Perspective of other people to an achiever as unforgettable experience |
| S6e | Increases self concept, improves self confidence. People won't easily degrade you, hardwork paid off. | The benefits that can be obtained as an achiever includes the improvement of self-concept and self-confidence of an achiever, the positive perspective of other people towards you— that they won't easily degrade you and also, | Self-confidence as benefit |
| Perspective of other people to an achiever as benefit |
| Hard work always paid off as benefit |
| S6f | Ah, challenges, 'yun nga, 'yung research. At saka, ano, ah, naging big challenge rin sa 'min no'n, 'yung financial problem. Syempre, noong grade school ako, nag-aral ako sa isang private school. Naging challenge para sa amin iyon, kaya nga ano, eh, dahil nasa private ako, ginagalingan ko na para hindi sayang 'yung binabayad ng nanay ko— ng parents ko para mapag-aral ako doon and 'yung pagiging isang SSC student, isang malaking challenge iyon kasi, as Danielle na hindi talaga focused sa books or studious talaga na nag-aaral, lahat, ah, challenge 'yung pagiging SSC student na kailangan mo talagang mag-aral dahil nasa SSC ka. Iyon. | Challenges that can be encountered as an achiever includes research, especially as a student in a special program (SSC), financial problem and the thought of being "chill", relaxed" and enjoys life than focusing on studies that can not happen as a student with highest honors. | Special programs (SSC) as a challenge |
| Financial problem as a challenge |

**Keypoint Coding for S7**

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| **ID** | **Verbatim Transcription** | **Keypoint** | **Code** |
| S7a | Ah, uhm, siguro, ever since nag-start na 'kong mag-aral. Kinder one. Ano, mga best in... 'yung per subject, Best in English, Best in Math, mga gano'n. | The participant has achieved academic excellence since pre-elementary or specifically, kinder one. | Achiever since kinder until now |
| S7b | Factors, uhm... ano kasi, parang gusto ko na rin, gusto ko rin naman na nag... na achiever ako, na mayroon akong mga achievements sa buhay, gano'n, at saka, as the eldest kasi sa family, at saka sa lahat ng mga ano, sa generation namin, parang ako na lang din role model ng mga kapatid ko, at saka ng mga pinsan ko kaya 'yung parang, 'yon, nakaka-affect din 'yon, 'yung sa family tapos 'yung knowing na achievers din 'yung members sa family mo, parang magiging gano'n ka na rin, 'di ba? 'Yon. | Factors that contributes in being an achiever includes the "happiness" or "want" of oneself when achieving something, family background, wherein the participant's family are also achievers and wanting to become a role model for siblings, cousins or relatives. | Choice as factor to be an achiever |
| Family background as factor to be an achiever |
| S7c | Uhm, inspirations, 'yung pangarap ko, syempre, na, uhm, someday, gusto kong maging chemical engineer, gano'n, tapos, uhm, motivation, ah, family and friends, of course. Uhm, learning strategies, uh, nag-aano ako, uhm, schedule tapos as much as possible, uhm, sinusunod ko 'yun para... 'yung hindi ako nagagahol sa oras ng mga kailangan kong gawin tapos, uhm, lagi akong nag-aaral ng morning, hindi ako nakakapag-aral kapag after lunch na, parang nasanay na 'ko na gano'n, at saka 'di nagfa-function nang maayos 'yung utak ko, gano'n, tapos I always sleep ng nine ng gabi, 'di ako masyadong nagpupuyat tapos kapag naman walang pasok, ayon, gigising akong umaga, mga seven. | The inspirations in maintaining good grades can be the dream of oneself in the future, family and friends. In studying, having a schedule or time management, reviewing in the morning and sleeping early at night and lastly, utilizing all the given time to be productive are the learning strategies that can be applied to be have good grades. | Goal as motivation |
| Family as motivation |
| Friends as motivation |
| Time management as learning strategy |
| Being productive as learning strategy |
| S7d | Uhm, siguro, 'yung pinaka-memorable is 'yung... kapag 'yung feeling na bigla ka na lang nagbe-breakdown dahil sa sobrang dami ng ano mo... ng expectations, gano'n, tapos minsan, naapektuhan ka na ng mga sinasabi ng mga tao sa paligid mo. 'Yun. Positive, uhm, syempre, kapag aakyat ka sa stage tapos sasabitan ka ng medal ng parents mo... 'yon. Sobrang sarap sa feeling. | The unforgettable memory experienced by the participant are having breakdowns, expectations from the people and on the positive side is seeing the achiever's parents proud when walking up the stage during recognitions and awardings. | Breakdowns as unforgettable experience |
| Proud parents on stage as unforgettable experience |
| S7e | Benefits? Uhm, siguro, bukod sa ano, good grades, siguro, 'yung mga opportunities din, like if mag-a-aaply ka sa mga universities and other schools— schools 'di ba? Parang ano 'yun, factor din 'yon na tinitignan nila, 'yung academic performance mo. | One of the benefits in being a student with highest honors is having more opportunities in the future, in applying to schools and universities. | Future opportunities as benefit |
| S7f | Uhm, ayon nga, 'yung expectations ng mga tao, kasi, syempre, ever since bata ka, achiever ka na, so parang nakatatak na sa isip nila na hanggang saan, ganito ka na lang lagi, tapos 'yung... uhm, 'yon, tapos sa family naman, syempre, syempre, successful silang lahat so parang nando'n din 'yung pressure na kailangan para mahigitan mo kung ano 'yung na-achieve nila sa buhay nila. | The challenges that may be faced as an achiever is the expectations from other people around oneself and the pressure caused by the family of an achiever. | Expectations as challenge |
| Pressure as challenge |

**CATEGORIZING**

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| **Code** | **IDs** | **Theme** |
| Achiever since grade one until now  Achiever since kinder until now  Achiever since pre-elementary until now | S1a, S2a, S3a, S4a, S5a, S6a, S7a | Achiever since child until now |
| Mindset of oneself as factor to be an achiever  Time management as factor to be an achiever  Self-discipline as factor to be an achiever  Self-exertion as factor to be an achiever  Goals as factor to be an achiever  Choice as factor to be an achiever | S1b, S3b, S4b, S5b, S7b | Own self |
| Guidance and values taught by parents as factor to be an achiever  Parents as factor to be an achiever  Family as factor to be an achiever  Family background as factor to be an achiever | S1b, S3b, S4b, S5b, S6b, S7b | Parents |
| Tutoring as factor to be an achiever  Special programs (SSC) as factor to be an achiever  Society as factor to be an achiever  Good foundation as factor to be an achiever | S2b, S4b, S5b, S6b | Environment |
| God as motivation | S1c | God |
| Family as motivation  Parents as motivation | S1c, S2c, S3c, S4c, S6c, S7c | Parents |
| Friends as motivation  Will to help as motivation | S1c, S7c | Peers |
| Dream as motivation  Goal as motivation | S1c, S4c, S5c, S6c, S7c | Dream |
| Time management as learning strategy  Being productive as learning strategy  Not pressuring oneself as learning strategy | S1c, S4c, S5c, S6c, S7c | Time management |
| Writing reviewers as learning strategy  Reading multiple times as learning strategy  Studying in a quiet place as learning strategy  Reading out loud as learning strategy  Mnemonics as learning strategy | S1c, S2c, S6c | Reviewing routines |
| Asking for help as learning strategy  Use of technology (Youtube) as learning strategy  Use of technology (Quizlet application) as learning strategy | S3c, S4c | Help from peers and internet |
| Achieving highest honors as unforgettable experience  Sense of achievement as unforgettable experience | S1d, S4d | Sense of achievement |
| Proud parents as unforgettable experience  Proud parents on stage as unforgettable experience | S2d, S3d, S7d | Proud parents |
| Breakdowns as unforgettable experience  Pressure as unforgettable experience  Failing once as unforgettable experience | S3d, S5d, S6d, S7d | Negative impact to mental health |
| Perspective of other people to an achiever as unforgettable experience | S3d, S6d | Perspective of other people |
| Research as unforgettable experience | S6d | Research |
| Motivation of oneself as benefit  Leadership skills as benefit  Self-confidence as benefit  Hard work always paid off as benefit | S1e, S5e, S6e | Self-confidence |
| Perspective of other people to an achiever as a benefit | S5e, S6e | Positive perspective of others |
| Future use in choosing career as benefit  Future scholarships and job applications as benefit  Future opportunities as benefit | S3e, S4e, S7e | Future use |
| Time management as a challenge  Lots of works as challenge | S1f, S2f | Time management |
| Maintaining good grades as challenge  Special programs (SSC) as a challenge | S1f, S4f, S6f | Maintaining good grades |
| Expectations as challenge  Perspective of other people to an achiever as a challenge | S1f, S7f | Expectations |
| Failing as a challenge  Negative thoughts and feelings as challenge  Pressure as a challenge | S3f, S4f, S5f, S7f | Negative impact to mental health |
| Financial problem as a challenge | S6f | Financial problem |