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Different Domains in Learning and the Academic Performance of the Students

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ABSTRACT

The different domains of learning and academic performance of students can be designed in different activities where students explore their knowledge and participate in all activities in their subject and in-depth of learning. It helps to provide teachers to work in their style and ways based on the needs of the learners.

The study examines the different domains of learning and the academic performance of the respondents along the area of cognitive learning, affective learning, and psychomotor learning and to identify the extent of the domains of learning and the academic performance of the students in terms of skills in learning, attitude toward studies, and academic achievements. The correlation quantitative descriptive approach and method of design is used because it aims systematically and accurately describes the population of the study. The study comprised Twenty Two (22) respondents. Purposive sampling technique is utilized in the study.

It reveals that students have the ability to carry out lesson through execution and implementation in cognitive learning, students have the active attention and proper motivation to learn, willing to respond, feel satisfied and have the attitude of worth , beliefs, acceptance, preference and commitment of values in the affective learning, and students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment in the psychomotor learning. The extent of the domain of learning in the academic performance shows that students can acquire skills and knowledge for various situations in skills of learning, students can participate in various activities inside the classroom in the attitude towards their studies, and students focus on the lessons and provide better output in the learning process in their academic performance. On the other hand, there is no significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students.

Keywords: *Domains of Learning, Academic Performance of Students, Cognitive Learning, Affective Learning, Psychomotor Learning, Skills in Learning, Attitude towards Studies, and Academic achievements*

INTRODUCTION

A center of learning is designated typically for students in the classroom area that provides exciting and interesting practices and experiences to teach, practice and enhance learning. The learning can be designed in different activities where students explore their knowledge and participate in all activities in their subject and in-depth of learning. It helps to provide teachers to work in their style and ways based on the needs of the learners. It is being viewed on the learning approach to students' perspective by teachers based on their knowledge in teaching students and enlarging activity of learning among them. The success of the learning is based on the learning approaches given, Naibaho, (2019).

The domain of learning is designed for proper implementation of the program in the learning process of students. It develops and examines the receptivity of the students in prospect of selection and strategy. It indicates the judgment in the different domains of learning particularly on the academic performance of the students, Geurten, Meulemans, &Lemaire, (2018). On the other hand, the ability of deep learning advances to adopt domains in the focus of learning that can be accomplished and achieved when the learning skills is given emphasis. Exploring the belief of learning and condition that can guarantee successful domain, it even provides features for learning explicitly by providing a theory bound to domain adaptation to corroborate insights that will be helpful in the

design of domain of learning, Zhao, Combes, Zhang, & Gordon, (2019). Similarly, motivation is important in the implementation of the different domains of learning in a multi-tasks program, where it displays domain approach of learning, Schoenauer-Sebag, et.al.,(2019).

Transfer of learning is significant to students in providing bridges and adaptation in the different domain of learning that can be distinguished in the academic performance of the students. It may align to the methods and existing domains of learning on sources of information at the level of skills of students' enhancement, Wang, Li, Ye, Long, & Wang, (2019, July). Transfer of learning adapts or deals with the system to different situations in an activity environment and tasks. It helps improve the knowledge of learning system, Yang, Zhang, Dai, & Pan, (2020). Transfer of learning reinforcement is an idea and gain knowledge of application in solving task and learning process. It is a universal learning value and function that deals on objectives in the delivery of learning outcome. This can be done through the success features of learning among the students, capture the dynamics of teaching and learning in an environment setting, flexible model in the interaction of the environment of learning compatible to the needs of the students multiple training learning tasks which can be effective knowledge of transfer, Ashley, Wen, &Bengio, (2020).

Nevertheless, the extent of the domain of learning on the academic performance of the students in terms of their skills vary depends on their motive in the learning process. Skills in learning can be adopted provided the design program encourages lecturers to apply what is learned and gained in improving the skills of the students in improve classroom setting target for learning skills, Papay, Taylor, Tyler,& Laski, (2020). Lecturers acquire skills in a complex situation in adjusting their techniques in teaching exploiting their skills learned in the transition making process. This is to empower their ability effectively in connection with the skills primitively in the task and motivation performance. Gauging efficiently in the transitions proximity initiates suitable skills on both ends between the lecturers and students, using the predictability in the proximity improved system in the domain further provides dense knowledge in the environment of learning, Lee, Sun, Somasundaram, Hu, & Lim, (2019).

Subsequently, to the attitude towards studies, when they are motivated properly to learn, there is no impossible to achieve the goals because better is expected among them. According to Berlin, (2019) freedom thinkers require a sense of responsibility with no alternative direction predicted to final end which means that attitude toward learning is also a sense of responsibility among the students because they will benefit from their learning process which is notable in their studies of yesterday, today and tomorrow. Therefore, the expectation of lecturers to their students express directly on the formulation of setting a goal to be achieved by them. This has been formulated in the content of student curriculum based on their needs in classroom style, classroom management and practices which is evitable among the lecturers. Lecturers are the agents in the failure and success of students despite of the problem and attention encountered by them, Leacock, (2019).

Moreover, academic performance can be measured on how the domain of learning be transmitted to students in terms of cognitive, affective, and psychomotor which is important in their learning knowledge and process. Academic achievement is based on how the domain is being carried out among the students. Different learning is explored in different and unique personality, different style of learning, different concept of learning, and different strategies. Profile of students exhibits learning knowledge and style in the academic performance and achievement. Academic performance and achievement is based on the manner and style learning model of students. When the students have the desire to excel in the academic performance learning techniques must be given emphasis to achieve the desired goal of learning because of their study habits which affect their performance in the academe, Awang, Samad, Faiz, Roddin, &Kankia, (2017, August). Motivate intrinsically the students to achieve their academic performance with a flying color and engage them to ascertain their activities in school. The application of the different knowledge in domain of learning and engagement in their motivation level of learning recognizes their academic performance, Dunn, &Kennedy, (2019). On the other hand, academic achievement predicts the motivation of students based on the different domain of learning. It is an approach to academic achievement and success. It is detrimental with high value of expectation in learning. Analyzing the structure in the domain provides framework to study learning of students in their success and failure in their academic achievement and performance in

school and applies to their educational setting, Meyer, Fleckenstein, &Köller, (2019).

Statement of the Problem

- What are the different domains of learning and the academic performance of the respondents along the area of
  - cognitive learning,
  - affective learning, and
  - psychomotor learning?
- To what extent do the aforementioned domains of learning and the academic performance of the students in terms of
  - skills in learning,
  - attitude towards studies, and
  - academic achievements?
- Is there a significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students?

Hypothesis

HO: There is no significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students.

HA: There is a significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students.

Research Design

The study employed the correlation quantitative descriptive approach and method of design because it aims systematically and accurately describes the population of the study. It is used widely to quantify the variables under study on the different domains of learning as to cognitive, affective and psychomotor learning to include the extent of learning in terms of skills in learning, attitude toward studies, and academic achievement. It controls and manipulates the variables and measures the observe data for analysis. It describes and translates the different methods, theories, and reflections covered in the study, Hermans, T. (2019).

Research Subject

The respondents of the study are the selected professionals and lecturers of the different universities and colleges who are educators and have experiences in teaching students based on the different learning of domains in reaching students as a measure to their academic performance. The study comprised Twenty Two (22) respondents.

Sampling Techniques

Purposive sampling technique is utilized in the study. It provides the weakness and strength of the samples and approaches obtaining in gathering the different data in an empirical viability and evidence for providing the samples in the study. Purposive sampling is a convenient sampling subset in choosing the subject under study through a define criteria. It relies on the assumption and necessary sampling method in a base of probability which is appropriate on the observation of the research problem. It is fit because of the samples needed in obtaining the number of samples or representation, Klar, &Leeper, (2019).

Instruments Used

Domain in the Academic Performance of Students along the Area of Cognitive Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Cognitive learning of students is far above standards
3.40-4.19	Observed	Cognitive learning of students is above standards
2.60-3.39	Moderately Observed	Cognitive learning of students is meets standards
1.80-2.59	Not Observed	Cognitive learning of students is below standards
1.00-1.79	Never Observed at All	Cognitive learning of students is far below standards

Domain in the Academic Performance of Students along the Area of Affective Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Affective learning of students is far above standards
3.40-4.19	Observed	Affective learning of students is above standards
2.60-3.39	Moderately Observed	Affective learning of students is meets standards
1.80-2.59	Not Observed	Affective learning of students is below standards
1.00-1.79	Never Observed at All	Affective learning of students is far below standards

Domain in the Academic Performance of Students along the Area of Psychomotor Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Psychomotor learning of students is far above standards

3.40-4.19	Observed	Psychomotor learning of students is above standards
2.60-3.39	Moderately Observed	Psychomotor learning of students is meets standards
1.80-2.59	Not Observed	Psychomotor learning of students is below standards
1.00-1.79	Never Observed at All	Psychomotor learning of students is far below standards

Extent of Domain in the Academic Performance of Students in Terms of Skills in Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Skills learning of students is far above standards
3.40-4.19	Observed	Skills learning of students is above standards
2.60-3.39	Moderately Observed	Skills learning of students is meets standards
1.80-2.59	Not Observed	Skills learning of students is below standards
1.00-1.79	Never Observed at All	Skills learning of students is far below standards

Extent of Domain in the Academic Performance of Students in Terms of Attitude towards Studies

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Attitude towards studies of students is far above standards
3.40-4.19	Observed	Attitude towards studies of students is above standards
2.60-3.39	Moderately Observed	Attitude towards studies of students is meets standards
1.80-2.59	Not Observed	Attitude towards studies of students is below standards
1.00-1.79	Never Observed at All	Attitude towards studies of students is below standards

Extent of Domain in the Academic Performance of Students in Terms of Academic Achievement

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Academic achievement of students is far above standards
3.40-4.19	Observed	Academic achievement of students is above standards
2.60-3.39	Moderately Observed	Academic achievement of students is meets standards
1.80-2.59	Not Observed	Academic achievement of students is below standards
1.00-1.79	Never Observed at All	Academic achievement of students is below standards

RESULTS

Table1. *Domain in the Academic Performance of students Along the Area of Cognitive Learning*

Indicators	WM	Interpretation	Ranking
Recognition and recalling knowledge from memory based on the lesson.	3.68	Observed	2.5
Ability to construct meaning from the lesson as to function and activities.	3.68	Observed	2.5
Ability to carry out lesson through execution and implementation.	3.95	Observed	1
Ability to determine lesson through concept, structure and purpose.	3.73	Observed	4
Ability to judge the lesson based on the criteria and standard.	3.64	Observed	5
Average Weighted Mean	3.74	Observed	
Standard Deviation	0.118		

Table 1 presents the weighted mean and the corresponding interpretation on the academic performance of students along the area of cognitive learning

It shows that, "Recognition and recalling knowledge from memory based on the lesson" and "Ability to construct meaning from the lesson as to function and activities" (WM=3.68) Observed, "Ability to carry out lesson through execution and implementation" (WM=3.95) Observed, "Ability to determine lesson through concept, structure and purpose (WM=3.73) Observed, "Ability to determine lesson through concept, structure and purpose" (3.64) Observed, and the overall (AWM=3.74) Observed, which means that cognitive learning of students is above standards

Table2. *Domain in the Academic Performance of Students along the Area of Affective Learning*

Indicators	WM	Interpretation	Ranking
Students have the sense of learning, existence of response, awareness and willingness.	3.45	Observed	3.5
Students have the active attention and proper motivation to	3.59		

learn, willing to response, and feeling of satisfaction.		Observed	1.5
Students have the attitude of worth, beliefs, acceptance, preference and of commitment of values.	3.59	Observed	1.5
Students internalize values and beliefs according to priority.	3.36	Moderately Observed	5
Students can relate behavior that reflects set of values in life, practicing and acting on their values and beliefs.	3.45	Observed	3.5
Average Weighted Mean	3.49	Observed	
Standard Deviation	0.106		

Table 2 presents the weighted mean and the corresponding interpretation on the domain in the academic performance of students along the area of affective learning

It shows that, "Students have the sense of learning, existence of response, awareness and willingness" and "Students can relate behavior that reflects set of values in life, practicing and acting on their values and beliefs" (WM=3.45) Observed, "Students have the active attention and proper motivation to learn, willing to response, and feeling of satisfaction" and "Students have the attitude of worth, beliefs, acceptance, preference and of commitment of values" (WM=3.59) Observed, "Students internalize values and beliefs according to priority" (WM=3.36) Moderately Observed, and the overall (AWM=3.49) Observed which means that affective learning of students is above standards.

Table3. *Domain in the Academic Performance of Students along the Area of Psychomotor Learning*

Indicators	WM	Interpretation	Ranking
Students can encode information and activities in expressing and interpreting information or concepts.	3.41	Observed	5
Students can express their learning through gesture, posture, facial expression and/or creative movement.	3.64	Observed	2.5
Students can relate to endurance, flexibility, agility, strength, reaction-response time.	3.59	Observed	4
Students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment and react.	3.68	Observed	1
Students have the skills related to complex action like walking, running, jumping, pulling, pushing and manipulation.	3.64	Observed	2.5
Average Weighted Mean	3.59	Observed	
Standard Deviation	0.111		

Table 3 presents the weighted mean and the corresponding interpretation on the domain in the academic performance of students along the area of psychomotor learning.

It shows that, "Students can encode information and activities in expressing and interpreting information or concepts" (WM=3.41) Observed, "Students can express their learning through gesture, posture, facial expression and/or creative movement" and "Students have the skills related to complex action like walking, running, jumping, pulling, pushing and manipulation" (WM=3.64) Observed, "Students can relate to endurance, flexibility, agility, strength, reaction-response time" (WM=3.59) Observed, "Students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment and react" (WM=3.68) Observed, and the overall (AWM= 3.59) Observed, which means that psycho-motor learning of students is above standards.

Table4. *Extent of Domain in the Academic Performance of Students in Terms of Skills in Learning*

Indicators	WM	Interpretation	Ranking
Students are innovative, creative, competitive, and have the ability to present concept in their lesson.	3.59	Observed	3.5
Students have the skills in creative thinking, can learn, and can communicate with passion and ideas.	3.59	Observed	3.5
Students possess skills to define problems and design proper solutions in an effective way.	3.50	Observed	5

Students inspire, motivate and empower to learn and expand mind of their classmates.	3.68	Observed	2
Students acquire skills and knowledge for various situations in the classroom.	3.73	Observed	1
Average Weighted Mean	3.62	Observed	
Standard Deviation	0.112		

Table 4 presents the weighted mean and the corresponding interpretation on the extent of domain in the academic performance of students in terms of skills in learning.

It reveals that, "Students are innovative, creative, competitive, and have the ability to present concept in their lesson" and "Students have the skills in creative thinking, can learn, and can communicate with passion and ideas" (WM= 3.59) Observed, "Students possess skills to define problems and design proper solutions in an effective way" (WM=3.50) Observed, "Students inspire, motivate and empower to learn and expand mind of their classmates" (WM=3.68) Observed, "Students acquire skills and knowledge for various situations in the classroom" (WM=3.73) Observed, and the overall (AWM=3.62) Observed, which means that extent of skills in learning of students is above standards.

Table5. *Extent of Domain in the Academic Performance of Students in Terms of Attitude towards Studies*

Indicators	WM	Interpretation	Ranking
Students show enthusiasm in the subject taught.	3.45	Observed	3
Students display a strict attitude toward classroom control.	3.18	Moderately Observed	5
Students participate in various activities inside the classroom.	3.59	Observed	1
Students attend class regularly and never come to class late.	3.23	Moderately Observed	4
Students express freely his/her opinion during class discussion.	3.48	Observed	2
Average Weighted Mean	3.39	Moderately Observed	
Standard Deviation	0.100		

Table 5 presents the weighted mean and the corresponding interpretation on the extent of domain in the academic performance of students in terms of attitude towards studies.

It shows that, "Students show enthusiasm in the subject taught" (WM=3.45) Observed, "Students display a strict attitude toward classroom control" (WM=3.18) Moderately Agree, "Students participate in various activities inside the classroom" (WM=3.59) Observed, "Students attend class regularly and never come to class late" (WM=3.23) Moderately Agree, "Students express freely his/her opinion during class discussion" (WM=3.48) Moderately Agree, and the overall (AWM=3.39) Moderately Agree, which means that extent of attitude towards studies of students is meets standards.

Table6. *Extent of Domain in the Academic Performance of Students in Terms of Academic Achievement*

Indicators	WM	Interpretation	Ranking
Students are active in class participation and discussion.	3.45	Observed	2.5
Students focus on the lessons and provide output in the learning process.	3.50	Observed	1
Students pay close attention to direction both in oral and in written.	3.45	Observed	2.5
Students develop time management in studies and attend class regularly.	3.36	Moderately Observed	5
Students establish academic goals to accomplish the task required in the subject.	3.41	Observed	4
Average Weighted Mean	3.44	Observed	
Standard Deviation	0.103		

Table 6 presents the weighted mean and the corresponding interpretation on the extent of domain in the academic performance of students in terms of academic achievement.

It shows that, "Students are active in class participation and discussion" (WM=3.45) Observed, "Students focus on the lessons and provide output in the learning process" (WM=3.50) Observed, "Students pay close attention to direction both in oral and in written" (WM=3.45) Observed, "Students develop time management in studies and attend class regularly"

(WM=3.36) Moderately Observed, "Students establish academic goals to accomplish the task required in the subject", (WM=3.41) Observed, the overall (AWM=3.44) Observed, which means that that extent of academic achievement of students is above standards.

Table7. *Significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students*

Variable	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
Cognitive Learning			
Skills in learning	0.058	not significant	accepted
Attitude towards studies	0.060	not significant	accepted
Academic achievement	0.059	not significant	accepted
Affective Learning			
Skills in learning	0.060	not significant	accepted
Attitude towards studies	0.062	not significant	accepted
Academic achievement	0.061	not significant	accepted
Psychomotor Learning			
Skills in learning	0.059	not significant	accepted
Attitude towards studies	0.061	not significant	accepted
Academic achievement	0.060	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 20 with critical r-value of 0.423			

Table 7 shows the significant relationship on the different domains of learning and the extent of the different domains of learning in the academic performance of the students. It reveals that when the domains of learning is tested against the extent of the different domains in the academic performance of the students, it shows that the computed r value is lower than the critical value of 0.423 which means that the relationship is not significant, therefore; the null hypothesis is accepted and the alternative hypothesis is rejected. This shows that there is no relationship on the different domains in learning and the extent of the different domains of learning in the academic performance of the students.

DISCUSSION

The different domains of learning really help in the academic performance and achievement of the students. The theory and the achievement goals emerge in the motivation prominent achievement. It is an achievement goal and examines the framework in the classroom influences in students' environment in the academe. Students show a drive to study and a drive to be motivated in a positive learning pattern in the different domains of learning in the setting of the school emphasizing the understanding mastery, knowledge and skills of improvement of students. It is focused on the proper demonstration of the learning achievement and academic performance of the learners. There is an impact on the academic performance base on the self-theories on behavior and achievement of the different domains of learning in educational setting in the concept of intelligence toward students in the development of their soft skills and academic performance and achievement, Apiola, & Laakso, (2019, July).

The cognitive in the domain of learning in the academic performance of the students shows that students are determined and have the ability to explain the structure concept and purpose of their lesson since they can recognize and recall their pass lesson based on their memory which is important in their learning process. They have the power of retentiveness. They can participate in the lesson and function effectively in the activities inside the classroom. They are determined and can execute the lesson and implementation. They can easily adapt to situation of learning. Cognitive domain of learning processes the environment system of learning coupled with inference of learning insights in a destine process and knowledge, Sanchez, Saxena, &Sabhikhi, (2019). It is a tool essential to knowledge of learning. It is also popular in opinion knowledge. It is a method of learning compared to machine with analysis on interpretation and insights. It reflects the usage and characteristics of the domains in learning. The approach improves the quality of learning in the discovery of the cognitive learning in the academic performance of the students, Xing, Pallucchini, & Cambria, (2019).

Moreover, the affective domain of learning provides the sense of learning and existence in the willingness and awareness of students in their learning process since they have the active attention and active motivation to learn, willing

to participate and feels satisfied when the domain is introduced. Students have the attitude of worth where they can learn, worth of belief, worth of acceptance, worth of preference, worth of commitment, and worth of values. They internalized the values and beliefs with priority knowing the importance of the learning process on their part. They can relate and reflect the set values in life, where they can practice and apply to life situation. It provides practical examples to teachers where they can promote students' development in the affective domain of learning through assessment and classroom setting. It examines to aid teachers and asses the values of learning in the affective domain. It explores the lecturers to a serious commitment to provide access students in the domain of learning on the different approaches to pedagogies in teaching. It is appropriate approach to teaching development and capable in the learning of affective domain, Casey, & Fernandez-Rio, (2019). On the other hand, the inability of individual to get along on the insight due to lack of experiences would grapple in the dark and failure in life. Emotionally stability on the learning experiences provides students' knowledge to enhance their skills and develop a change of attitude. It plays a role in the true essence of teaching catalyst to educational effectiveness in learning. It is an effective method in enhancing students learning attitude in reflecting the most suitable method of learning activity in the affective domain, Green, &Batool, (2017).

Nevertheless, on the domain in the academic performance of students along the area of psychomotor learning provides to encode information and activity in expressing and interpreting lessons and concept. Students can express their learning through gesture, posture, facial expression, and creative a movement on their learning enhancement and knowledge. They can relate endurance, flexibility, agility, strength, and reaction response time to express their initiative in learning. They can use their body movement or relate to visual, auditory, touch or coordination and their ability to take information from the environment and classroom setting. They have the skills related to complex action like walking, running, jumping, pulling and pushing manipulation depend on the lessons that need a movement. Teaching learning activity among the students and lecturer require attention to the application and techniques in teaching in the domain of psychomotor. It needs to be emphasized in the process of learning in teaching students on their set-up, movement control, movement specification, perception, originality, and settlement. The application of the domain in psychomotor discusses the strategies in practical techniques in teaching among the students. It involves an observation on the practical expert in teaching. It provides ideas to lecturers' skills development in the application of psychomotor domain in the methods of teaching and demonstration, Ahmad, Kamin, & Nasir, (2018, July). The domains in the taxonomy blooms are important information for the development of teaching knowledge. It addresses issues in the objectives of the lesson particularly in the psychomotor domain capable of providing evidence in the performance of the students in their academics. It is a framework that provides capabilities for students to express their skills in the lesson. It indicates that psychomotor domains contribute to knowledge and ability on the skills and information for students to organize a system that is relevant to achieve capable learning, Begam, &Tholappan, (2018).

Furthermore, the extent of the domain in the academic performance of students in terms of skills in learning shows that students are innovative, competitive, effective, and have the ability to present concept in their lesson. They are guided on the principle of skills in creative thinking, communication, ideas, and passion. They possess skills to define problems and design proper solution in an effective way. Students are inspired, motivated, and empower to learn and expand their mind in the classroom. Students can acquire skills and knowledge for various situations in the classroom. Achievement of student in their academics is an indicator on the skills of learning they attain because of the effect of the different domains strategy and technique. It provides an indicator on their critical thinking learning styles and skills in their academic achievement. It is important to improve the critical thinking on their academics essential to their learning process and attention because lecturers consider the style dominant in the classroom on their academic achievement, Shirazi, &Heidari, (2019). Hence, thinking critically on the skills of students examines the effect of learning in their reflection activities supported during their learning process which is the best method applicable in the skills of learning in carrying out objective of the lesson. The implication of the different skills in learning examines the pros and the cons of the learners in their academic performance, Erdogan, (2019).

Similarly, the extent of the domain in the academic performance of students in terms of attitude towards their studies show enthusiasm in the subject taught which is helpful in their learning enhancement. They display a strict attitude toward classroom control where it helps them to achieve their goals. They attend class regularly and never attend to class late because they value their studies and know the importance of education in their life. They are free to express their insights and opinions during the class discussion. The development model in the result design of learning is based on the needs of the students. The design of learning is based on the curriculum set-up and needs of the students in the community where learning achievement can be attained through evaluation and assessment to be implemented in the school to where they belong as a product of their model development learning in accordance to their needs and effectiveness. It can improve the knowledge and attitude of students' character and nobility, Uge, Neolaka, &Yasin, (2019). Therefore, the learning attitude of the students towards their studies analyses their performance in their academic achievement. It provides factors that resulted to their positivity towards their studies and attitude. This will help students to explore and improve their knowledge towards their subject, Mensah, (2019). Conversely, attitude of students toward their learning process and behavior strengthen their domain in their academic performance. It analyses the different domains to determine the positive attitude of their learning that can affect their academic performance, Abun,et. al., (2019).

In addition, the extent of domain in the academic performance of students in terms of academic achievement shows that students are active inside the classroom during the class activity and presentation. They are focused on the lesson provided for them as a result of the output and the learning process. Students also pay close attention to the directions for both oral and written. They even develop their time management in studies and attend classes regularly as an indication of their academic achievement. They establish academic goals to accomplish the task required in the subject. The self-efficacy and engagement in the behavior of students are factors to the achievement in the academe, Olivier, Archambault, De Clercq, &Galand, (2019). Hence, the intelligence theory in the academic achievement of students assesses positive result of their learning process. It analyses the academic skills, achievement and performance in the measure of their knowledge to the outcome of their academics, Costa, &Faria, (2018).

CONCLUSIONS

- The different domains of learning in the academic performance shows that students have the ability to carry out lesson through execution and implementation in cognitive learning, students have the active attention and proper motivation to learn, willing to respond, feel satisfied and have the attitude of worth , beliefs, acceptance, preference and commitment of values in the affective learning, and students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment in the psychomotor learning.

- The extent of the domain of learning in the academic performance shows that students can acquire skills and knowledge for various situations in skills of learning, students can participate in various activities inside the classroom in the attitude towards their studies, and students focus on the lessons and provide better output in the learning process in their academic performance.

RECOMMENDATIONS

- Students should focus on the ability to judge the lesson based on the criteria and standard of the cognitive learning, internalize the values and beliefs according to their priority in the affective learning, and focus on the encoding of information and activities to express and interpret the concept of the lesson.

- Students should also develop their skills to define problems inside the classroom and possess, design properly the lessons in an effective way in their skills of learning. They should display strict attitude toward classroom control in the attitude toward their studies. They should develop time management in their studies and attend to their classes regularly to attain a better output in their academic performance.

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