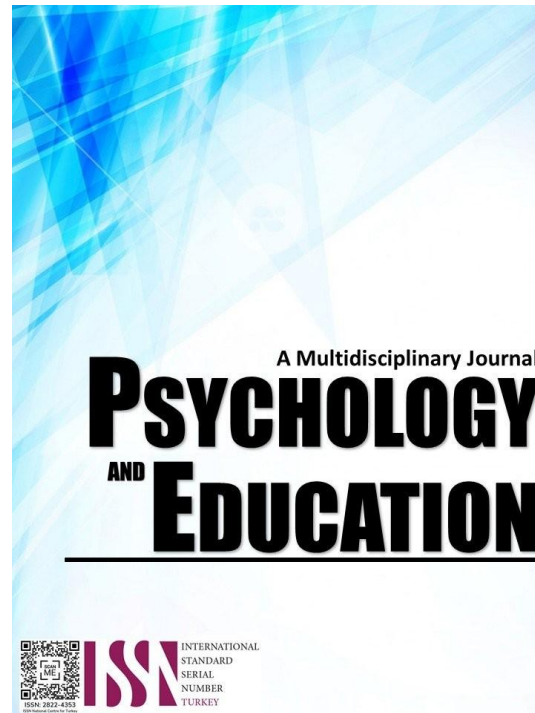


FACTORS INFLUENCING INTERMEDIATE LEARNERS' ACADEMIC PERFORMANCE IN PILI ELEMENTARY SCHOOL, DIVISION OF SURIGAO DEL NORTE



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Factors Influencing Intermediate Learners' Academic Performance in Pili Elementary School, Division of Surigao Del Norte

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Abstract

This study examined the factors influencing the academic performance of intermediate learners at Pili Elementary School, Division of Surigao del Norte, for the school year 2023–2024. It focused on learners' profiles (age, sex, grade level), the extent of individual, school, teacher, peer, and family factors, and their relationship to academic performance. Using a quantitative descriptive-correlational design, data were collected from 120 learners in Grades 4 to 6 through a validated, researcher-made questionnaire translated into Sinugbuanong Binisaya. Results revealed that key influencing factors varied by grade level: in Grade 4, individual and family factors were most influential; in Grade 5, the individual factor emerged as the most significant; and in Grade 6, none of the factors yielded a significant relationship with academic performance. The study recommends a grade-specific intervention program to support learners' academic and holistic development.

Keywords: *academic performance, intermediate learners, influencing factors, descriptive-correlational study, grade-specific intervention*

Introduction

In twenty-first-century education, the institution remains a reputable academic one that shapes a person's behavior to prepare for life (Nwamadi, 2022).

The institution's long history of intellectual excellence has a profound impact on its behavior and growth. Essential for negotiating the demands of life, it develops social skills, discipline, and critical thinking in a controlled environment. By teaching ethical values and promoting accountability, the school ensures that pupils are equipped to face future challenges and make significant contributions to society.

Moreover, the learner considered the future, from one end of time to another, as a fundamental factor in the educational system, immersed in a perpetual development process. Nations participate in the global development process, which fosters knowledge, skills, behavior, competence, and ideas through development (Ozcan, 2021).

However, there are still many fundamental issues regarding the causes of academic failure. Why are pupils more likely to fail than others? According to Apare, Arcilla, and Vasquez (2018), the effectiveness of education is determined by how well its goals are met and the results it produces. A pupil's diligence in their studies determines their academic performance, or how well they achieve academically.

In addition, improving pupils' academic performance is a goal shared by all educational institutions (Alimohamadi et al., 2018).

In Pakistan, however, literacy rates are lower than they typically are, and disadvantaged children have less access to high-quality education overall. There are over 6.5 million youngsters, roughly 80% of whom have never attended school. Child labor and sex discrimination in education are two factors that contribute to these high figures, both economically and non-economically. Another significant educational obstacle is an incomplete understanding of religion, particularly among females. Unfortunately, Pakistan is the country with the second-highest percentage of out-of-school children, with more than 60% of the population living below the poverty line (Batul et al., 2019).

Parental involvement in children's education significantly impacts their academic outcomes. However, studies in Chile and other Latin American countries often need more attention to applying research findings beyond affluent, industrialized nations. This study examines the relationship between parental involvement in education and children's academic performance. A cluster analysis of 498 parents or guardians whose children were in second and sixth grades in 16 public elementary schools in Chile identified three distinct types of parental involvement: high, medium, and low. This was based on different ways that parents could be involved, such as at home, at school, and through invitations from the kids, the teachers, and the school. The results show that children's school performance varies depending on the level of involvement their parents have. Children whose parents are less interested do worse in school. The results are consistent with findings from other research fields, indicating that it is also essential to concentrate on this characteristic in Latin American contexts (Lara & Saracosti, 2019).

Educating parents about the evaluation process is crucial to learner development and accomplishment. The No Child Left Behind (NCLB) Act of 2001 is one issue that K–12 education must address. This statute requires schools to account for the academic progress of all pupils. According to NCLB, school districts must offer essential courses and educational requirements that effectively measure and assess learners' performance. Under the reauthorized No Child Left Behind Act of 2001, states were mandated to administer tests

to pupils in grades three to eight to highlight performance inequalities (Hess et al., 2021).

Furthermore, a globally competent teacher plays a crucial role in this matter. He must consider various issues when addressing the demanding educational needs related to pupils' academic performance. The tremendous intricacy of teaching is evident to anyone who has ever faced a classroom full of children bearing the total weight and responsibility of directing and motivating their learning. Despite preplanned teaching objectives, the actual process of instructing pupils to achieve these objectives often unfolds as a series of unpredictable events, which teachers can interpret in various ways. The plan predicts certain events, but unexpected circumstances cause others to occur. Understanding these situations and how they develop and influence learning can be crucial to effective classroom management (Wolff et al., 2021).

Similarly, effective classroom management requires teachers to foster social interaction, active learning, and self-motivation in their pupils; regarding classroom management, various challenges arise, including establishing rules and procedures, encouraging and reinforcing appropriate behavior, addressing inappropriate behavior, inspiring and engaging pupils in learning, fostering effective teaching-learner relationships, and other related issues (Burden, 2020).

Furthermore, teachers' perspectives on teaching, learning, and educational experience are crucial factors. As the main actors in classroom interactions, teachers inevitably hold strong opinions about properly regulating learning and surrounding behaviors. Given this, we believe that neglecting to consider the perspectives of these stakeholders could have a negative impact on both teaching and teacher education. Therefore, we focused on listening to and understanding teachers' opinions about teaching, learning, and classroom management (Egeberg et al., 2021).

Additionally, research on learning provides convincing evidence that active learning can improve learning outcomes. The standard class period's time limit presents the biggest obstacle to implementing active learning techniques in the classroom. Flipped classrooms are a popular strategy among educators (Khan & Aji, 2019).

Factors such as individual, school, teacher, peer, and family factors are evident in Pili Elementary School and significantly influence the academic performance of intermediate pupils. Of these, the environment factor—classrooms not conducive to learning—has the most significant impact. Consuming the knowledge meant to be absorbed in their minds destroys them. If no objects outside the school can divert pupils' attention from their classes, it will hurt their enthusiasm for learning. Additional distracting factors in the school environment can decrease pupils' attention to lessons, negatively influencing and hindering their academic success. In this scenario, the pupils' academic success will also benefit.

Given the variety of distractions that primary learners may encounter, it is crucial to pinpoint the root cause of the problem to provide them with the most suitable assistance. A considerable amount of research has been conducted on traditional factors, including socioeconomic status, teacher quality, and school resources. However, more study is needed on the individual, teacher, school, family, and peer factors that influence the academic success of middle school learners in this area. Filling in this gap could help us better understand the things that affect educational success and how to help learners who need it. The goal of this study is to determine the factors that influence the academic performance of intermediate learners at Pili Elementary School in Surigao del Norte.

In this study, the researcher aims to contribute to the Fields of Psychology and Education by identifying the factors that influence the academic performance of intermediate learners at Pili Elementary School, located in the Division of Surigao del Norte.

Research Questions

The primary purpose of this study is to identify the factors influencing the academic performance of intermediate learners at Pili Elementary School, Division of Surigao del Norte. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the learners in terms of:
 - 1.1. age,
 - 1.2. sex, and
 - 1.3. grade level?
2. What is the extent of manifestations of the following factors that influence the intermediate learners' academic performance in terms of:
 - 2.1. individual factor,
 - 2.2. school factor,
 - 2.3. teacher factor,
 - 2.4. peer factor, and
 - 2.5. family factor?
3. What is the academic performance of the intermediate learners based in the SY 2023-2024?
4. Is there a significant relationship between the extent of manifestations of the factors and the intermediate learners' academic performance?
5. What intervention program can be proposed based on the findings of the study?

Methodology

Research Design

The research design employed a quantitative, descriptive-correlational approach, utilizing statistical analyses to determine the factors influencing the academic performance of intermediate learners at Pili Elementary School, Surigao del Norte.

Respondents

The study's respondents are intermediate learners of Pili Elementary School, Malimono District, Surigao del Norte Division, with an overall population of 120 pupils. The respondents were selected without regard to sex or a specific age range and were currently enrolled in the 2023-2024 school year. This study was conducted in June. The study employed a complete enumeration technique in which all respondents completed the researcher-made survey questionnaire. This sampling technique was efficient due to the intermediate learners in the school population.

Instrument

The researcher used researcher-made survey questionnaires as the main instrument in this study to gather as much information as possible for the relevant evaluation. Additionally, the researcher provided translations in Sinugbuanong Binisaya (L1) alongside the original and simplified English statements to ensure that respondents would understand the instrument more efficiently. The researcher conducted pilot testing with 30 respondents at Cantapoy Elementary School, a nearby school, to determine the factors influencing the academic performance of intermediate learners at Pili Elementary School, Surigao del Norte Division.

This study employed a researcher-made survey questionnaire, which consisted of two parts. Part I aimed to determine the profile of the respondents in terms of age, sex, and grade level. Part II focused on identifying the factors that influence the academic performance of intermediate learners, which were validated by the expert and tested for reliability through a pilot study. The experts who evaluated the content validity of the instrument were the principal, the master teacher, and the teacher-III. The researcher presented the researcher-made questionnaire to the three experts for content validation to ensure that the data to be collected would meet the criteria for valid interpretation and analysis. The instrument was revised based on their corrections and suggestions to develop a valid questionnaire. In terms of reliability, this was done by conducting a pilot test with 30 respondents at Cantapoy Elementary School, a nearby school. Cronbach's Alpha was used to assess the internal consistency of the research instrument. A reliability coefficient of 0.70 or higher is generally acceptable. The reliability analysis revealed that all factors met the acceptable threshold ($\alpha > 0.70$), except for the Peer Factor ($\alpha = 0.625$), which requires overall improvement. Specifically, low-performing items—IF3, TF2, PF3, and FF2—had corrected item-total correlations below 0.30 and were revised accordingly. With these revisions, the instrument is finalized and ready for data collection.

To ensure that research involving minors is conducted ethically, the parents or legal guardians of the 120 learners in Grades 4 to 6 who participated were given informed consent letters at the start of the study. The letters made it clear what the study was about, that participation was voluntary, outlined the protocols, and assured that all information provided would be kept private and used solely for academic purposes. Parents and guardians had sufficient time to read and understand the consent form before signing it. The researcher began collecting data only after obtaining the signed consent forms. The validated and pilot-tested questionnaire was then administered to the learners, who answered each question honestly and voluntarily. This approach ensured that the study adhered to moral principles, particularly in protecting the rights, privacy, and dignity of the participants who took part. People who answered scored each question on a four-point scale: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), and 1 = Strongly Disagree (SD).

Table 1 below lists the rating scales.

Table 1. *List of Responses and Its Treatment for Modified Survey Questionnaire Instrument*

<i>Unit Weight</i>	<i>Weighted Mean Interval</i>	<i>Verbal Description</i>	<i>Qualitative Interpretation</i>
4	3.26-4.00	Strongly Agree	5
3	2.51-3.25	Agree	5
2	1.76-2.50	Disagree	10
1	1.00-1.75	Strongly Disagree	68
Total	40	100%	100%

Procedure

The researcher obtained the list of survey questionnaires for pupils from the school record custodian at Pili Elementary School, Malimono, Surigao del Norte. The 120 respondents answered the researcher-made survey questionnaire using a complete enumeration technique. Informed consent letters were distributed to the parents or guardians, as the respondents were minors. The researcher conducted an in-person survey using the researcher-made questionnaire as the medium for gathering data, and all answers were tallied for data analysis. The respondents' information was treated with the utmost privacy and confidentiality.

Data Analysis

The researcher interpreted the data using the following statistical tools:

Frequency Count and Percentage Distribution. These statistical tools were used to determine the demographic profile and academic performance of intermediate learners for the 2023-2024 school year.

Mean and Standard Deviation. These statistical tools were used to determine the extent to which the factors influenced the academic performance of intermediate learners.

Coefficient of Contingency. It is used to determine the significant relationship between the factors and the academic performance of intermediate learners.

Ethical Considerations

The researcher observed critical ethical considerations throughout the study. The research ensured that the data collected were used solely to achieve the study's objectives. Informed consent was obtained from the respondents, who were informed that all information gathered would be kept confidential. After obtaining consent, the researcher distributed the questionnaire for the respondents to complete anonymously. All the data collected was treated with utmost care and privacy.

Results and Discussion

This section presents the findings according to the study's research questions. To compare the means and determine the significance between variables, multiple statistical tools were utilized. Frequency count and percentage distribution were computed to describe the respondents' profiles and academic performance. Mean and standard deviation were used to measure the extent to which individual, school, teacher, peer, and family factors influenced learners' academic performance. To test the relationship between variables, the coefficient of contingency was employed. All statistical analyses were carried out using IBM SPSS Statistics version 26.0.

Demographic Profile of the Grade 4 Learners in Terms of Age

This part presents a series of tables that outline the key findings related to the intermediate learners' demographic profile, influencing factors, academic performance, and significant relationships. It includes 36 tables, numbered from Table 2 to Table 36, covering essential data such as age, sex, and grade level, as well as the extent to which individual, school, teacher, peer, and family factors are manifested. Additionally, the tables reflect learners' academic performance and the statistical relationships between the variables. These were utilized to thoroughly describe and analyze the factors influencing the academic performance of intermediate learners at Pili Elementary School.

Table 2 presents the demographic profile of the grade 4 learners in terms of age.

Table 2. *Demographic Profile of the Grade 4 Learners in Terms of Age*

Age	F	%
13 years old	2	5
12 years old	2	5
11 years old	4	10
10 years old	27	68
9 years old	5	12
Total	40	100%

Based on demographic data, 27 out of 40 pupils in Grade 4 are 10 years old, which is within the expected age range for their grade level. The fact that most pupils are progressing according to the traditional school calendar is good. Particularly in terms of self-discipline and thinking skills, both of which are fundamental for learning, pupils who fall within the correct age range for their grade are more likely to be developmentally ready for school activities.

Nonetheless, the data also reveal that five percent (two out of forty) of the pupils are 13 years old, therefore the oldest in the class. Delayed school entrance, grade repeat, or personal issues influencing their education could all be causes of this. Older pupils may struggle even if they have some benefits in terms of maturity or knowledge. For instance, especially if their age gap results from earlier academic difficulties, they may feel excluded, demoralized, or less motivated.

Such emotional and inspiring obstacles can significantly impact their academic performance. It is, therefore, rather crucial to provide overage pupils with support and encouragement. Not only will helping kids stay motivated and confident improve their academic performance, but it will also enhance their overall school well-being.

Based on demographic data, 71% of Grade 5 pupils—27 out of 38—are either 11 years old or younger. For their grade level, most pupils fall within the expected age range. This age alignment shows regular educational development well. At this point, pupils usually have more self-discipline and cognitive aptitude, which are necessary for grasping courses and succeeding in homework.

Table 3 presents the demographic profile of grade 5 learners regarding age.

Table 3. *Demographic Profile of the Grade 5 Learners in Terms of Age*

Age	F	%
13 years old	1	3
12 years old	7	18
11 years old	27	71
10 years old	3	8
Total	38	100%

Conversely, only 3% of pupils, one out of 38, are 13 years old. Hence, this pupil is the oldest in the group. Late school admission, repeating grades, or other personal life events can all lead to this kind of scenario. Older than peers might have advantages as well as drawbacks. Increased age can encourage better comprehension or maturity. However, it can also cause emotional problems, such as feeling left out, unmotivated, or disconnected, especially when the age difference is related to past scholastic challenges.

Such emotions could reduce a pupil's will to engage and perform effectively in class. Thus, understanding the needs of overage pupils is crucial, as it helps steer them toward better academic performance and overcome emotional obstacles.

Table 4 presents the demographic profile of grade 6 learners regarding age.

Table 4. *Demographic Profile of the Grade 6 Learners in Terms of Age*

Age	F	%
14 years old	1	2
13 years old	4	10
12 years old	34	81
11 years old	3	7
Total	42	100%

Based on demographic data, 81% of Grade 6 pupils, 34 out of 42, are 12 years old, indicating that most of them fall within the expected age range for their grade level. This age alignment reflects a normal pattern of educational development, so it is crucial. At this point, pupils should demonstrate improved cognitive skills and self-discipline, which will enable them to engage effectively with the courses and meet academic requirements.

This pupil is the oldest in the class because just 2% of the pupils, or 1 out of 42, are 14 years old. This unusual example could be caused by factors such as enrolling in school late, having to retake a grade, or life events that occur. Being older than your friends could have different effects. Age may give some cognitive benefits, but it can also lead to emotional and social issues, such as feeling left out, disconnected, or less motivated, especially if the age difference is related to past school troubles. These problems could impact a pupil's academic performance and their level of participation.

Therefore, it is imperative to provide these pupils with appropriate assistance and direction so they may stay inspired and engaged in their academic process.

Table 5 presents the demographic profile of Grade 4 learners in terms of sex.

Table 5. *Demographic Profile of the Grade 4 Learners in Terms of Sex*

Sex	F	%
Female	18	45
Male	22	55
Total	40	100%

Based on the demographic data, 55% of Grade 4 pupils (22 out of 40) are male, making them the majority in the class. This suggests that this group more fairly represents male pupils. Since self-discipline and motivation are fundamental factors that enhance academic performance, it is reasonable to suggest that these qualities may be more evident or developed among male pupils in this class, thereby providing them with an advantage in classroom participation and learning outcomes.

On the other hand, the smaller percentage of female pupils in the class is 45%, or 18 out of 40. Although this small numerical variation may seem insignificant, it is nonetheless important to note. The smaller percentage could imply that female pupils are struggling with motivation or active classroom participation, which would affect their overall performance.

However, it is crucial not to infer restrictions based just on numbers. Rather, the demographic data reminds us to provide equal chances and encouragement for all pupils, regardless of gender, so that every learner, male or female, can flourish intellectually and grow the drive and discipline needed for success.

Table 6 presents the demographic profile of Grade 5 learners according to their sex.

Table 6. *Demographic Profile of the Grade 5 Learners in Terms of Sex*

Sex	F	%
Female	18	47
Male	20	53
Total	38	100%

The demographic data show that 47% (18 out of 38) of the pupils are male, and 53% (20 out of 38) are female. This points to most female pupils in the class.

Given that self-discipline and motivation are considered essential personal qualities for academic success, this higher ratio of female pupils may have a positive impact on overall class performance. Higher degrees of these traits indicate that pupils are more likely to achieve academically; therefore, the presence of more female pupils could contribute to generally better class performance.

On the other hand, even in smaller numbers, male pupils still comprise a significant portion of the class. Even this slight demographic shift warrants attention, particularly given the potential consequences of reduced self-discipline or motivation among certain pupils. Male pupils find themselves handling these components, and their learning outcomes could deteriorate.

Still, it is crucial to avoid presumptions based solely on gender. Every pupil, regardless of gender, has unique strengths and challenges. Thus, in terms of establishing self-discipline and motivation, especially in achieving academic success across the full class, providing equal help and opportunity for all pupils is crucial.

Table 7 presents the demographic profile of Grade 6 learners according to their sex.

Table 7. *Demographic Profile of the Grade 6 Learners in Terms of Sex*

Sex	F	%
Female	18	43
Male	24	57
Total	42	100%

The demographic data shows that whereas 43% (18 out of 42) are male, 57% of Grade 6 pupils (24 out of 42) are female. This indicates that the majority of pupils in this group are female.

Given important personal factors like self-discipline and drive, this small majority of female pupils could help the class to do generally better. Numerous studies suggest that female pupils exhibit better self-discipline and motivation, qualities closely linked to academic performance. Their increased presence could help to produce better classroom results.

Meanwhile, male pupils make up a smaller share of the sample. Though the difference is not great, it is nevertheless worth considering its possible influence. Studies show that academic success depends critically on internal desire and self-discipline. If male pupils exhibit reduced levels of these qualities, their academic performance may suffer.

Still, it would be better to concentrate on helping every pupil flourish personally than assuming anything based just on gender. Ensuring that every pupil has an equal opportunity at success depends on helping all of them, regardless of sex, in developing drive and self-discipline.

Finally, the demographic profile of grade 6 indicates a small female majority, which may be related to good academic inclinations, depending on individual learning characteristics. Still, achieving academic performance across the whole class depends on providing guaranteed balanced support for every pupil, reminding us to support both males and females equally, helping everyone become more focused, motivated, and ready to learn.

Table 8 presents the demographic profile of learners by grade level.

Table 8. *Demographic Profile of the Learners in Terms of Grade Level*

Grade Level	F	%
Grade 4	40	33
Grade 5	38	32
Grade 6	42	35
Total	120	100%

Grade 6 pupils responded to most of the questions, accounting for 42 or 35% of the total 120 participants. Given their maturity and academic preparedness, the higher representation of Grade 6 pupils may suggest their greater availability or willingness to engage.

On the other hand, Grade 5 had the lowest enrollment, with just 38 pupils, or 32% of the total. Examining motivational and behavioral patterns reveals that the slight variation indicates the difference is not dramatic but is still meaningful.

Table 9 presents the extent to which individual factors influence the academic performance of Grade 4 learners.

Table 9. *The Extent of Manifestation of Individual Factor Influencing the Grade 4 Learners' Academic Performance*

Indicators	M	SD	VD	QI
As a pupil, I...				
(Isip usa ka estudyante, ako...)				
1. am confident in my academic abilities. (nagasalig sa akong abilidad sa pagtuon.)	3.40	0.74	SA	HM
2. am motivated to succeed academically. (nagadasig nga magmalampuson sa akong pagtuon.)	3.52	0.75	SA	HM
3. deeply appreciate the importance of education. (nagahalag ako og dako nga bili ang kaimpotante sa edukasyon.)	3.58	0.68	SA	HM
4. believe my effort impacts my academic success. (nagatuo nga ang akong pagpaningkamot/ kugihan sa pagtuon naay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.73	0.72	SA	HM
5. believe my family's support impacts my academic success. (nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.63	0.67	SA	HM
Average Weighted Mean	3.57	0.71	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Based on Table 9 indicator, “As a pupil, I believe my effort impacts my academic success.” (Isip usa ka estudyante, ako nagatuo nga ang akong pagpaningkamot/ kugihan sa pag-eskwela sa akong magalaga.) with a standard deviation (SD = 0.72) produced the highest mean score (M = 3.73). This outcome shows that pupils in Grade 4, in particular, understand the importance of diligence and tenacity in achieving academic excellence. It implies a growing awareness that their efforts and behavior directly help to produce their learning results. This result is significantly related to the observations of Schunk and DiBenedetto (2020), who emphasized that pupils who attribute their academic successes to effort often develop more effective learning techniques and remain motivated even in the face of obstacles. Slavin (2021) also claimed that pupils’ engagement with their learning assignments is much influenced by their motivation. The pupils’ strong conviction in the effort as a driver of success thereby emphasizes their proactivity, resilience, and self-regulation—qualities vital to long-term academic performance.

Conversely, the statement “As a pupil, I am confident in my academic ability.” (Isip usa ka estudyante, ako nagasalig sa akong abilidad sa pagtuon.) reported with a standard deviation of 0.74 and a mean (M = 3.40), the lowest. Although this still falls under the “Strongly Agree” group and is regarded as Highly Manifested, the significantly lower means indicate that some Grade 4 pupils feel less confident in their academic abilities. Their obvious awareness of the need for work may signal underlying issues such as low self-esteem or past learning difficulties.

Academic success depends significantly on self-confidence, cognitive capacity, and self-discipline, as claimed by Liang (2020) and Schulz (2021). Therefore, even if pupils are working hard, they may not reach their full potential if they do not believe in their abilities. Mwaura et al. (2019) also emphasized the importance of treatments that enhance self-efficacy, as motivation alone is insufficient if the learner does not believe they can succeed. These results demonstrate the importance of enhancing both pupils’ motivation and their confidence in their skills and potential.

With a standard deviation of 0.71, the average weighted mean of 3.57 shows that individual factors among Grade 4 pupils are well agreed upon and well exhibited. Especially in their motivation, value of education, effort, and family support, the pupils show good self-perception. Lazowski and Hulleman (2021) claim that academic performance highly correlates with intrinsic motivation, which drives one toward success. Effective study habits, frequently motivated by great personal drive, improve learning outcomes, as observed by Khatony et al. (2019).

Given this, the significant degree of variation in individual factors indicates a strong basis for academic performance. Still, it also emphasizes the need to help pupils maintain and grow in confidence. Working together, parents and teachers should build not only motivation but also a strong belief in the capacity of their pupils, therefore promoting competence and resilience for ongoing academic development.

Table 10 presents the extent to which individual factors influence the academic performance of Grade 5 learners.

The data in Table 10 reveal the degree of manifestation of the individual factor influencing the academic performance of Grade 5 pupils. Interpreted as Strongly Agree (SA), the statement “As a pupil, I am confident in my academic abilities” (Isip usa ka estudyante, ako nagasalig sa akong abilidad sa pagtuon.) Reported the highest mean of 3.50 with a standard deviation of 0.80, interpreted as

Strongly Agree (SA) and qualitatively evaluated as Highly Manifested (HM). This suggests that many Grade 5 pupils have great confidence in their academic ability, which is vital for determining their level of involvement and performance in the classroom.

Table 10. *The Extent of Manifestation of Individual Factor Influencing the Grade 5 Learners' Academic Performance*

Indicators	M	SD	VD	QI
As a pupil, I...				
(Isip usa ka estudyante, ako...)				
1. am confident in my academic abilities. (nagasalig sa akong abilidad sa pagtuon.)	3.50	0.80	SA	HM
2. am motivated to succeed academically. (nagadasig nga magmalampuson sa akong pagtuon.)	3.34	1.05	SA	HM
3. deeply appreciate the importance of education. (nagahatag ako og dako nga bili ang kaimpotante sa edukasyon.)	3.29	1.01	SA	HM
4. believe my effort impacts my academic success. (nagatuo nga ang akong pagpaningkamot/ kugihan sa pagtuon naay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.39	1.00	SA	HM
5. believe my family's support impacts my academic success. (nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.24	1.02	A	M
Average Weighted Mean	3.35	0.98	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

This result is consistent with Slavin's (2021) claim that academic performance and involvement depend critically on motivation, which is sometimes derived from self-belief. Learners who believe in their ability are more likely to be proactive and tenacious in completing difficult tasks and maintain a positive attitude toward their learning objectives. Likewise, Lazowski and Hulleman (2021) discovered that intrinsic motivation, which directly affects learning outcomes, is fueled by self-confidence. Moreover, Schunk and DiBenedetto (2020) emphasized that pupils with high self-confidence are more resilient and proactive, regularly applying successful techniques to overcome obstacles in their path. Therefore, the high mean score for this indicator shows a good self-concept among pupils in Grade 5, which is a necessary basis for long-term academic growth.

Conversely, the indicator with the lowest mean of 3.24 and a standard deviation of 1.01 says, "As a pupil, I believe my family's support impacts my academic success." (Isip usa ka estudyante, ako nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.) scored the lowest mean, 3.24, with a 1.01 standard deviation. Although the statement still falls under 'Strongly Agree' and is regarded as 'Highly Manifested', the significantly lower mean indicates a lesser perceived importance of family support among some pupils. This could indicate discrepancies in the visibility or availability of family participation; some pupils may feel at home, yet lack academic direction or encouragement.

Different degrees of family involvement, particularly about learning-related issues, or variations in how pupils receive and interpret support, could help to explain this viewpoint. The findings point to a need for increased parent awareness of the vital role that emotional and intellectual support play in their child's educational path, as well as greater home-school cooperation.

With a standard deviation of 0.98, the average weighted mean of 3.35 indicates that among Grade 5 pupils, the individual factor is well-recognized and highly exhibited. Typically demonstrating a positive attitude toward learning, pupils value work, self-motivation, and the educational goal. Mwaura et al. (2019), who underlined that internal desire and self-discipline are major factors influencing academic success, also support this. Furthermore, Liang (2020) and Schulz (2021) note the significant impact of cognitive awareness and self-regulation on academic results, both of which are largely influenced by personal inclination and attitude.

Therefore, although the data indicate a high degree of personal drive and confidence among pupils in Grade 5, they also suggest a potential area for intervention: increasing awareness of family support. Encouragement of parental participation—even in basic affirmations and regimented activities—helps to close this distance. Working together, parents and teachers can foster both internal and external encouragement, thereby ensuring that pupils are supported from within and outside the classroom.

Table 11 presents the extent to which individual factors influence the academic performance of Grade 6 learners.

The statement with the highest mean of 3.74 and a standard deviation of 0.70 is "As a pupil, I believe my family's support impacts my academic success." (Isip usa ka estudyante, ako nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.) This is considered Strongly Agree (SA) and Highly Manifested (HM), which means that most sixth graders understand and accept the important role their families play in their education. This outcome highlights the importance of emotional, inspirational, and financial support from families for pupils. Mwaura et al. (2019), Liang (2020), and Schulz (2021) all suggest that this type of support can help a pupil create a caring home environment that fosters discipline, ambition, and school involvement. Encouragement, organization, and a good attitude toward education from a household help a youngster to be more resilient and driven to succeed in the classroom.

Table 11. *The Extent of Manifestation of Individual Factor Influencing the Grade 6 Learners' Academic Performance*

Indicators	M	SD	VD	QI
As a pupil, I...				
(Isip usa ka estudyante, ako...)				
1. am confident in my academic abilities. (nagasalig sa akong abilidad sa pagtuon.)	3.62	0.66	SA	HM
2. am motivated to succeed academically. (nagadasig nga magmalampuson sa akong pagtuon.)	3.60	0.80	SA	HM
3. deeply appreciate the importance of education. (nagahatag ako og dako nga bili ang kaimpotante sa edukasyon.)	3.71	0.67	SA	HM
4. believe my effort impacts my academic success. (nagatuo nga ang akong pagpaningkamot/ kugihan sa pagtuon naay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.69	0.78	SA	HM
5. believe my family's support impacts my academic success. (nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.)	3.74	0.70	SA	HM
Average Weighted Mean	3.67	0.72	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Conversely, "As a pupil, I am motivated to succeed academically" (Isip usa ka estudyante, ako nagadasig nga magmalampuson sa akong pagtuon.) has the lowest mean of 3.60 and a standard deviation of 0.80. Still assessed as Strongly Agree (SA) and Highly Manifested (HM), the somewhat lower mean points to a minor discrepancy in intrinsic motivation relative to their expected familial support. This could mean that although many pupils are driven, some may have varying degrees of drive or require outside reinforcement to maintain their concentration on academic goals. Lazowski and Hulleman (2021) assert that a strong internal drive is a good predictor of good academic performance, whereas Slavin (2021) says that motivation is a key part of academic success. The decline in this feature may be attributed to unequal motivating factors, suggesting a possible need for improved teaching strategies or mentorship schemes that can maintain and boost pupil motivation.

With a standard deviation of 0.72 and an overall weighted mean of 3.67, Grade 6 pupils Strongly Agree and Highly Manifest the presence of individual factors in their academic experiences. This demonstrates pupils' strong internal drive toward their roles and responsibilities in education. The information demonstrates a consistent understanding of fundamental character traits, such as confidence, goal setting, appreciation for education, and self-discipline, that are essential for academic success. These results align with the observations of Schunk and DiBenedetto (2020), Liang (2020), and Khatony et al. (2019), who suggest that pupils with these qualities are more likely to participate actively in their studies and successfully navigate academic hurdles. Furthermore, in the era of growing digital distractions, the results confirm the crucial need to reinforce such individual-level traits through focused school programs that support self-motivation, develop effective study habits, and minimize attention-drifting activities, as supported by Chen et al. (2020).

The statement with the highest mean of 3.74 and a standard deviation of 0.70 is "As a pupil, I believe my family's support impacts my academic success." (Isip usa ka estudyante, ako nagatuo nga ang suporta nga gikan sa akong pamilya adunay maayong epekto sa akong pagmalampuson sa pag-eskwela.) This is considered Strongly Agree (SA) and Highly Manifested (HM), which means that most sixth graders understand and accept the important role their families play in their education. This outcome highlights the importance of emotional, inspirational, and financial support from families for pupils. Mwaura et al. (2019), Liang (2020), and Schulz (2021) all suggest that this type of support can help a pupil create a caring home environment that fosters discipline, ambition, and school involvement. Encouragement, organization, and a good attitude toward education from a household help a youngster to be more resilient and driven to succeed in the classroom.

Conversely, "As a pupil, I am motivated to succeed academically" (Isip usa ka estudyante, ako nagadasig nga magmalampuson sa akong pagtuon.) has the lowest mean of 3.60 and a standard deviation of 0.80. Still assessed as Strongly Agree (SA) and Highly Manifested (HM), the somewhat lower mean points to a minor discrepancy in intrinsic motivation relative to their expected familial support. This could mean that although many pupils are driven, some may have varying degrees of drive or require outside reinforcement to maintain their concentration on academic goals. Lazowski and Hulleman (2021) assert that a strong internal drive is a good predictor of good academic performance, whereas Slavin (2021) says that motivation is a key part of academic success. The decline in this feature may be attributed to unequal motivating factors, suggesting a possible need for improved teaching strategies or mentorship schemes that can maintain and boost pupil motivation.

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with the observations of Schunk and DiBenedetto (2020), Liang (2020), and Khatony et al. (2019), who suggest that pupils with these qualities are more likely to participate actively in their studies and successfully navigate academic hurdles. Furthermore, in the era of growing digital distractions, the results confirm the crucial need to reinforce such individual-level traits through focused school programs that support self-motivation, develop effective study habits, and minimize attention-drifting activities, as supported by Chen et al. (2020).

Table 12 summarizes the extent to which individual factors influence the academic performance of intermediate learners.

Table 12. *Summary of the Extent of Manifestation of Individual Factor Influencing the Intermediate Learners' Academic Performance*

Indicators	M	SD	VD	QI
Grade 4	3.57	0.71	SA	HM
Grade 5	3.35	0.98	SA	HM
Grade 6	3.67	0.72	SA	HM
Average Weighted Mean	3.67	0.72	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Table 12 presents a comparison of several factors influencing academic success across Grades 4 through 6. With a mean of 3.67 and a standard deviation of 0.72, Grade 6 records the highest figure, corresponding to the verbal description “Strongly Agree” (SA) and the qualitative interpretation “Highly Manifested.” This outcome indicates that pupils in Grade 6 demonstrate a greater awareness and application of individual factors, such as motivation, good study habits, and self-discipline, in shaping their academic results. Their more advanced developmental level could provide them with improved self-regulation abilities, which would help them to handle tasks more autonomously.

This outcome supports the assertions of Schunk and DiBenedetto (2020), who emphasized that pupils who attribute their achievement to effort are more likely to persist, apply strategic learning methods, and achieve academic excellence. Moreover, Liang (2020) and Mwaura et al. (2019) emphasized the strong correlation between self-discipline and academic performance, suggesting that these pupils likely possess better internal control and goal-oriented behavior. Older pupils may exhibit higher indicators of intrinsic motivation, which not only improves performance but also enhances the quality of learning, as demonstrated by Lazowski and Hulleman (2021).

Though it still comes under “Strongly Agree” and “Highly Manifested,” Grade 5 boasts the lowest mean—at 3.35—along with a standard deviation of 0.98. Although this mark remains in the favorable range, the somewhat lower rating suggests that certain Grade 5 pupils may be more susceptible to environmental distractions or exhibit inconsistent motivation. This view aligns with the results of Chen et al. (2020), who noted that digital distractions, such as devices and online platforms, gradually erode pupils’ capacity to concentrate and sustain efficient study habits. This reduction in individual factor ratings could be explained at this transitional grade level by pupils still adjusting to the rising academic expectations and obligations. In this group, limited time management techniques and distractions could hinder the overall development of the study discipline and learning motivation.

Although change still exists, the average weighted mean of 3.53 with a standard deviation of 0.80 throughout Grades 4 through 6 supports the conclusion that individual learner factors are generally well-manifested. This supports the theory that academic performance is much enhanced by inner attributes such as motivation, initiative, self-control, and regular engagement in learning activities. As Slavin (2021) and Khatony et al. (2019) both note, the basis of educational achievement lies in these inner traits, especially when supported by good learning environments and positive reinforcement. Although it gently suggests that focused interventions—especially those that reduce distractions and strengthen self-directed learning—are still necessary to help all learners, especially in lower-grade levels, the overall interpretation remains favorable.

Table 13 presents the extent to which the school factor influences the academic performance of grade 4 learners.

The highest mean in Table 13 is 3.60, corresponding to the indicator “I have noticed that the school provides a supportive and inclusive learning environment.” (Akong nabantayan nga ang tulunghaan naghatag ug nagsuporta sa usa kaadbokasiya sa tulunghaan nga ang edukasyon walay gipili kundi para kini sa tanan.) This score falls into the “Strongly Agree” category, and when combined with a standard deviation of 0.78, indicates a common view among pupils that their school environment is genuinely friendly, inclusive, and conducive to learning.

This collective decision is important because the nature of the classroom immediately influences the degree of pupil participation in their academic work. A supportive classroom environment promotes emotional safety and a sense of belonging, in addition to intellectual focus—two important components of academic progress. This remark is consistent with Nwamadi (2022), who maintained that a good school atmosphere offers the tools and psychological safety needed for pupils to operate intellectually. Özgenel and Mert (2019) also emphasized that combining effective classroom management with good teaching methods will help pupils achieve better results. Pupils are more likely to participate in class and work hard to achieve academic success if they feel safe, supported, and

accepted.

Table 13. *The Extent of Manifestation of School Factor Influencing the Grade 4 Learners' Academic Performance*

Indicators	M	SD	VD	QI
I have noticed that the school... (<i>Akong nabantayan nga ang tulunggaan...</i>)				
1. Provides a supportive and inclusive learning environment. (<i>naghatag ug nagsuporta sa usa kaadbokasiya sa tulunggaan nga ang edukasyon walay gipili kundi para kini sa tanan.</i>)	3.60	0.78	SA	HM
2. Offers a variety of resources to support learner learning (e.g., library, technology, tutoring). (<i>naghatag ug nagkalain-lain nga mga kahinguhaan para masuportahan ang pagtuon sa mga estudyante parehas sa library, teknolohiya, ug pagtudlo kanila.</i>)	3.52	0.64	SA	HM
3. Has teaching staff who are knowledgeable and effective in their instruction. (<i>adunay insaktong kahibalo ug epekto usab ang ilang magtutudlo.</i>)	3.48	0.60	SA	HM
4. Encourages and supports learner engagement in extracurricular activities and enrichment programs. (<i>naghatag ug pagdasig ug pagsuporta sa eskwelahan nga hatagan ug oportunidad nga paapilon ang mga estudyante sa mga kalihukan sa eskwelahan nga makapalambo sa ilahang kahibalo.</i>)	3.33	0.97	SA	HM
5. Provides adequate support for pupils' social and emotional well-being. (<i>naghatag ug igong suporta sa mga estudyante para sa ilang sosyal ug emosyonal nga kaayuhan.</i>)	3.40	0.67	SA	HM
Average Weighted Mean	3.47	0.73	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

On the other hand, the lowest mean in the table is 3.33, related to the indicator, "I have noticed that the school encourages and supports learner engagement in extracurricular activities and enrichment programs" (*Akong nabantayan nga ang tulunggaan naghatag ug pagdasig ug pagsuporta sa eskwelahan nga hatagan ug oportunidad nga paapilon ang mga estudyante sa mga kalihukan sa eskwelahan nga makapalambo sa ilahang kahibalo.*) This score is still in the "Strongly Agree" range, but the higher standard deviation of 0.97 means that the pupils do not all agree. The school appears to encourage pupils to participate in activities outside of school, but the diverse responses indicate that individuals have had varying experiences. Some pupils may feel involved, but others may not get the same level of help or opportunity.

This diversity calls for attention, as extracurricular activities are crucial for a well-rounded education. They develop non-academic skills, including leadership, teamwork, and creativity, which can enhance academic success. Learners engaged in extracurricular activities often exhibit higher engagement, stronger social-emotional skills, and better cognitive outcomes—all vital components for academic performance, as stated by Shao et al. (2024). A higher dispersion of replies could indicate obstacles the institution may face in ensuring broad participation, such as limited access, poor communication, or unequal incentives.

With a standard deviation of 0.73, the total weighted mean of 3.47 shows that the learners view the school factor as well-expressed and favorable. The "Strongly Agree" score on most categories indicates that pupils generally understand how the school helps them develop academically. Kapur (2018) and Siraji et al. (2022) found that good schools—defined by high teacher support and well-organized learning environments—significantly improve pupil performance, supporting this approach.

These results imply that the present classroom effectively facilitates wide, general learning. Still, there are opportunities to improve areas, particularly in terms of pupil participation in extracurricular events and enrichment programs. By strengthening these initiatives, even more comprehensive learning opportunities could be created, thereby enabling every pupil to follow a more balanced and empowering path.

Table 14 presents the extent to which the school factor influences the academic performance of grade 5 learners.

The highest mean in the table is 3.29, which reflects the statement, "I have noticed that the school provides adequate support for pupils' social and emotional well-being." (*Akong nabantayan nga ang tulunggaan naghatag ug igong suporta sa mga estudyante para sa ilang sosyal ug emosyonal nga kaayuhan.*) registers the highest mean in the table at 3.29, with a standard deviation of 0.80. This is in the Strongly Agree (SA) group and is interpreted as Highly Manifested (HM). This result shows that all the people who answered agree that the school does a good job of meeting the emotional and social needs of its pupils. This demonstrates that the school not only recognizes the importance of emotional support but also strives to create a space where pupils feel safe, valued, and emotionally stable.

This kind of emotional and social well-being is crucial for learning, as pupils who feel emotionally supported are more engaged and better equipped to handle schoolwork. Emotional safety makes people feel like they belong and lowers stress, which can hurt cognitive performance. Özgenel and Mert (2019) state that emotionally supportive educational environments provide pupils with more

confidence, increased participation, and a greater willingness to learn. Oberle and Schonert-Reichl (2019) also stress that Social-Emotional Learning (SEL) has a big impact on academic outcomes. They say that pupils who feel respected and cared for are more likely to handle stress effectively, stay focused, and exhibit resilience, all of which are essential for academic success.

Table 14. *The Extent of Manifestation of School Factor Influencing the Grade 5 Learners' Academic Performance*

Indicators	M	SD	VD	QI
I have noticed that the school... (<i>Akong nabantayan nga ang tulunghaan...</i>)				
1. Provides a supportive and inclusive learning environment. (<i>naghatag ug nagsuporta sa usa kaadbokasiya sa tulunghaan nga ang edukasyon walay gipili kundi para kini sa tanan.</i>)	2.95	1.14	A	M
2. Offers a variety of resources to support learner learning (e.g., library, technology, tutoring). (<i>naghatag ug nagkalain-lain nga mga kahinguhaan para masuportahan ang pagtuon sa mga estudyante parehas sa library, teknolohiya, ug pagtudlo kanila.</i>)	3.18	1.04	A	M
3. Has teaching staff who are knowledgeable and effective in their instruction. (<i>adunay insaktong kahibalo ug epekto usab ang ilang magtutudlo.</i>)	3.18	0.87	A	M
4. Encourages and supports learner engagement in extracurricular activities and enrichment programs. (<i>naghatag ug pagdasig ug pagsuporta sa eskwelahan nga hatagan ug oportunidad nga paapilon ang mga estudyante sa mga kalihukan sa eskwelahan nga makapalambo sa ilahang kahibalo.</i>)	3.16	0.97	A	M
5. Provides adequate support for pupils' social and emotional well-being. (<i>naghatag ug igong suporta sa mga estudyante para sa ilang sosyal ug emosyonal nga kaayuhan.</i>)	3.29	0.80	SA	HM
Average Weighted Mean	3.15	0.96	A	M

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

On the other hand, the lowest mean is 2.95, found under the statement, "I have noticed that the school provides a supportive and inclusive learning environment," (*Akong nabantayan nga ang tulunghaan naghatag ug nagsuporta sa usa kaadbokasiya sa tulunghaan nga ang edukasyon walay gipili kundi para kini sa tanan.*) People think this item means Agree (A) and Manifested (M); however, the fact that the standard deviation is 1.14, which is higher than the others, shows that the respondents' views are more varied. Even though the result is still mostly agreement, it suggests that not all pupils may always feel included and supported fairly. Some pupils, especially those from different cultural, linguistic, or socioeconomic backgrounds or those who study differently, may not see the learning environment as fully inclusive. Kapur (2018) emphasizes that inclusive classrooms must intentionally cater to the needs of all pupils, ensuring that no one is left behind. Slavin (2021) also notes that situations that encourage diversity help people develop self-discipline and intrinsic motivation, which in turn leads to better academic success. Therefore, this lower score indicates that there is a significant area that needs improvement. Filling in the gaps in inclusivity, such as using alternative teaching methods, being aware of diverse cultures, and providing extra support to pupils who are struggling, could make learning more effective and improve everyone's grades.

With an overall weighted mean of 3.15 and a standard deviation of 0.96, the general interpretation of the school-related factors in the table is as follows: Agree (A) and Manifested (M). This average suggests that the respondents positively perceive the school in terms of providing support for pupils' learning and well-being. The data confirm that the school is doing well in foundational areas, especially in nurturing emotional and social well-being, but also reflect room for improvement in fostering a more inclusive and universally supportive environment.

These results support Nwamadi's (2022) claim that schools that are well-organized, welcoming, and emotionally safe can greatly improve pupils' academic performance. Mwaura et al. (2019) also point out that schools that offer a more comprehensive kind of assistance, including cognitive, emotional, and social aspects, tend to motivate and involve pupils more. So, even if the school has done a great job so far, the results show that strategically promoting inclusivity and fair access to help might make pupils' educational experiences and academic success even better.

Table 15 presents the extent to which the school factor influences the academic performance of grade 6 learners.

The highest figure in the table is the statement, "I have noticed that the school has teaching staff who are knowledgeable and effective in their instruction." (*Akong nabantayan nga ang tulunghaan adunay insaktong kahibalo ug epekto usab ang ilang magtutudlo.*) The average score was 3.67, and the standard deviation was 0.65, indicating a Strong Agreement (SA) and Highly Manifested (HM) interpretation. This means that Grade 6 pupils think their teachers are doing an excellent job, which is a good sign for the quality of teaching at the school. This result is significant because it supports the findings of Kraft and Blazar (2020) regarding the importance of teacher effectiveness in enhancing pupil outcomes and engagement. Teachers are the primary individuals responsible for shaping the learning experience. When they demonstrate a thorough understanding of their subjects and employ effective teaching methods,

they directly help pupils achieve better academic results (Nwamadi, 2022). This result highlights the significant impact that a skilled and knowledgeable teaching workforce can have on educational outcomes, underscoring the value of continuous teacher development and support.

Table 15. *The Extent of Manifestation of School Factor Influencing the Grade 6 Learners' Academic Performance*

Indicators	M	SD	VD	QI
I have noticed that the school... (<i>Akong nabantayan nga ang tulunggaan...</i>)				
1. Provides a supportive and inclusive learning environment. (<i>naghatag ug nagsuporta sa usa kaadbokasiya sa tulunggaan nga ang edukasyon walay gipili kundi para kini sa tanan.</i>)	3.64	0.73	SA	HM
2. Offers a variety of resources to support learner learning (e.g., library, technology, tutoring). (<i>naghatag ug nagkalain-lain nga mga kahinguhaan para masuportahan ang pagtuon sa mga estudyante parehas sa library, teknolohiya, ug pagtudlo kanila.</i>)	3.55	0.83	SA	HM
3. Has teaching staff who are knowledgeable and effective in their instruction. (<i>adunay insaktong kahibalo ug epekto usab ang ilang magtutudlo.</i>)	3.67	0.65	SA	HM
4. Encourages and supports learner engagement in extracurricular activities and enrichment programs. (<i>naghatag ug pagdasig ug pagsuporta sa eskwelahan nga hatagan ug oportunidad nga paapilon ang mga estudyante sa mga kalihukan sa eskwelahan nga makapalambo sa ilahang kahibalo.</i>)	3.64	0.69	SA	HM
5. Provides adequate support for pupils' social and emotional well-being. (<i>naghatag ug igong suporta sa mga estudyante para sa ilang sosyal ug emosyonal nga kaayuhan.</i>)	3.64	0.62	SA	HM
Average Weighted Mean	3.63	0.70	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

On the other hand, the lowest figure in the table is the statement, "I have noticed that the school offers a variety of resources to support learner learning (e.g., library, technology, tutoring) (*Akong nabantayan nga ang tulunggaan naghatag ug nagkalain-lain nga mga kahinguhaan para masuportahan ang pagtuon sa mga estudyante parehas sa library, teknolohiya, ug pagtudlo kanila.*) This item received a mean of 3.55 and a standard deviation of 0.83, which still falls under the Strong Agreement (SA) and Highly Manifested (HM) categories. While pupils acknowledge the presence of learning resources, the comparatively lower mean and higher standard deviation suggest variability in access and satisfaction among learners. This could mean that the school does not entirely meet the pupils' needs, even though it tries to provide them with the tools and facilities they need to learn. This is especially true when it comes to enrichment programs and extracurricular activities. Slavin (2021) stated that these types of activities are crucial for enhancing motivation and involvement, whereas Cui et al. (2018) noted that these opportunities lead to improved academic and cognitive growth. The results suggest a potential area for improvement, prompting the school to enhance its resource provision and consider introducing programs that foster whole-person growth beyond the classroom.

The average weighted mean of 3.63 and the standard deviation of 0.70 for the school component fit with the Strongly Agree and Highly Manifested interpretations. This overall score shows that pupils generally have a positive view of the school's learning environment. It shows that factors such as having good teachers, a conducive learning environment, and easy access to resources are crucial for helping pupils excel in school. Özgenel and Mert (2019) emphasized that these factors are crucial for pupils' academic progress. The school is committed to creating a positive learning environment. However, the results show that there are still areas where improvement is needed, especially by making the learning aids and extracurricular activities more varied and effective. Addressing these issues will not only bolster academic performance but also support the comprehensive development of every learner.

Table 16 summarizes the extent to which the school factor influences intermediate learners' academic performance.

Table 16. *Summary of the Extent of Manifestation of School Factor Influencing the Intermediate Learners' Academic Performance*

Indicators	M	SD	VD	QI
Grade 4	3.47	0.73	SA	HM
Grade 5	3.15	0.96	A	M
Grade 6	3.63	0.70	SA	HM
Average Weighted Mean	3.42	0.80	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

In the table, the highest figure is Grade 6, with a mean of 3.63 and a standard deviation of 0.70, indicating a rating of “Strongly Agree” and classification as “Highly Manifested” (HM). This suggests that across all grade levels, pupils in Grade 6 are most likely to feel the impact of school-related factors on their academic performance. Such a conclusion is significant since it confirms the important part of school-based components—such as the quality of instruction, the fit of the learning environment, and the responsiveness of the curriculum—in determining learners’ academic results. Nwamadi (2022) claims that even if family background differs significantly, a well-run school can promote academic success under these circumstances. Likewise, Kapur (2018) and Siraji et al. (2022) emphasize the importance of a safe, orderly, and inspiring classroom environment, combined with strong administrative leadership, to enhance pupils’ cognitive development and academic performance. The high Grade 6 grade indicates that these components are being utilized effectively at this level, most likely leading to improved pupil involvement, comprehension, and a drive to excel academically.

Grade 5, with a mean of 3.15 and a standard deviation of 0.96, has the lowest figure, with an interpretation of “Agree” and a categorization of “Manifested” (M). However, Grade 5 pupils still recognize and acknowledge the impact of school factors; it seems less important than in Grade 6. The lower average and greater variability could represent different opinions or experiences of the school environment, which could result from a variety of factors, including less consistent teaching practices, classroom management issues, or a lesser commitment to school activities. This supports Kapur’s (2018) research, which shows how variations in grade-level instructional quality and school atmosphere may affect pupil outcomes. It also emphasizes the need for more consistent support structures and targeted interventions to ensure that pupils in Grade 5 are equally empowered by their educational experiences.

Overall, the data suggest that the environment in schools has a significant effect on how well pupils perform in school at all grade levels. This supports what Özgenel and Mert (2019) stated about the importance of schools having caring environments, strong leadership, and high-quality instruction for pupils to succeed. Similarly, Siraji et al. (2022) emphasized the importance of a conducive academic environment in fostering scholastic success and cognitive development. Particularly with the high mean scores and positive interpretations, the present findings unequivocally suggest that the school’s structure and policies are generally in line with top standards in education. Still, the noted variation in grade levels highlights areas where further work is needed to ensure equity and excellence in learning opportunities across the board.

Table 17 presents the extent to which the teacher factor influences the academic performance of grade 4 learners.

Table 17. *The Extent of Manifestation of Teacher Factor Influencing the Grade 4 Learners' Academic Performance*

<i>Indicators</i>	<i>M</i>	<i>SD</i>	<i>VD</i>	<i>QI</i>
My teacher... (<i>Akong maestra kay...</i>)				
1. Effectively manages the classroom. (<i>epektibo ang iyang pagdumala sulod sa amung tulunghaan.</i>)	3.20	1.02	A	M
2. Is good at teaching it. (<i>maayo kaayo mutudlo sa klase.</i>)	3.45	0.71	SA	HM
3. Provides support to pupils who are struggling academically. (<i>naghatag ug suporta/tabang sa mga estudyante nga naglisod sa ilang pagtuon.</i>)	3.60	0.74	SA	HM
4. Communicates complex concepts clearly and effectively. (<i>klaro ug epektibo nga ginapasabot sa amua ang mga leksyon ilabi na tong mga lisod kaayo nga leksyon.</i>)	3.27	0.75	SA	HM
5. Is approachable and responsive to pupils' questions and concerns. (<i>dali ra maduulan ug gakatubag sa amuang mga kalibog mahitungod sa leksyon.</i>)	3.58	0.71	SA	HM
Average Weighted Mean	3.42	0.79	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

The highest figure in the table reflects the statement: “My teacher supports pupils who are struggling academically.” (*Akong maestra kay naghatag ug suporta/tabang sa mga estudyante nga naglisod sa ilang pagtuon.*) with a mean of 3.60 and a standard deviation of 0.74, categorized as Strongly Agree (SA) and Highly Manifested (HM). This outcome shows that pupils in Grade 4 especially value their teacher’s efforts to help peers who are having academic trouble. It provides a clear view of the teacher’s role in emotional and motivational support, in addition to instruction. Particularly with individualized guidance and encouragement, research highlights the important part teachers play in enabling struggling pupils to flourish academically (Sheridan et al., 2022). More than just improving academic results, this kind of support strengthens the teacher-pupil relationship, which in turn increases classroom participation, self-confidence, and drives a desire to succeed. These interactions create a safe and supportive environment where kids feel free to ask for help, a crucial component in overcoming academic obstacles and realizing their full potential.

On the other hand, the lowest figure in the table is for the indicator: “My teacher effectively manages the classroom.” (*Akong maestra kay epektibo ang iyang pagdumala sulod sa amung tulunghaan.*) with a mean of 3.20 and a standard deviation of 1.02, categorized as Agree (A) and Manifested (M). Although pupils usually agree that their teacher runs the classroom effectively, the lower mean and greater variability suggest that opinions differ greatly amongst pupils. This implies that not all pupils experience classroom management in the same manner; some may find their teacher to be quite successful, while others may identify flaws or discrepancies. Effective

classroom management is crucial, according to Kraft and Blazar (2020), in establishing a learning-oriented environment, reducing distractions, and fostering active involvement. The larger standard deviation in this context highlights the need for consistency in management techniques to ensure that every pupil benefits from a well-organized and structured learning environment. To further develop this dimension, teachers should consider analyzing and refining their classroom activities, conduct expectations, and routines.

With a standard deviation of 0.79, the teacher component yielded an average weighted mean of 3.42 overall, which is regarded as “Strongly Agree” (SA) and “Highly Manifested” (HM). This suggests that Grade 4 pupils find great support from their teachers, who are regarded as knowledgeable, kind, and caring. Research by Oberle and Schonert-Reichl (2019) and Ramberg (2019) supports the findings, which confirm the importance of teachers in shaping academic performance, as it emphasizes how effective teaching, strong relationships, and supportive classroom environments significantly improve child outcomes. Although results show areas for improvement, especially in terms of classroom management techniques, they also highlight strengths in offering scholarly support. Still, the evidence suggests that teachers are the essential drivers of academic growth and have a positive impact.

Table 18 presents the extent to which the teacher factor influences the academic performance of grade 5 learners.

Table 18. *The Extent of Manifestation of Teacher Factor Influencing the Grade 5 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My teacher... (<i>Akong maestra kay...</i>)				
1. Effectively manages the classroom. (<i>epektibo ang iyang pagdumala sulod sa amung tulunghaan.</i>)	3.00	1.12	A	M
2. Is good at teaching it. (<i>maayo kaayo mutudlo sa klase.</i>)	3.21	1.07	A	M
3. Provides support to pupils who are struggling academically. (<i>naghatag ug suporta/tabang sa mga estudyante nga naglisod sa ilang pagtuon.</i>)	3.18	0.98	A	M
4. Communicates complex concepts clearly and effectively. (<i>klaro ug epektibo nga ginapasabot sa amua ang mga leksyon ilabi na tong mga lisod kaayo nga leksyon.</i>)	3.16	0.86	A	M
5. Is approachable and responsive to pupils' questions and concerns. (<i>dali ra maduulan ug gakatubag sa amuang mga kalibog mahitungod sa leksyon.</i>)	3.21	0.99	A	M
Average Weighted Mean	3.15	1.00	A	M

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

The highest mean in the table is 3.21, observed for the indicators: “My teacher is good at teaching it” (*Akong maestra kay maayo kaayo mutudlo sa klase.*) and “My teacher is approachable and responsive to pupils' questions and concerns.” (*Akong maestra kay dali ra maduulan ug gakatubag sa amuang mga kalibog mahitungod sa leksyon.*) Interpreted as “Agree” (A) and “Manifested” (M), these indicators showed standard deviations of 1.07 and 0.99, respectively. These findings suggest that pupils value and acknowledge their teacher's instructional capacity, as well as their openness to communication, qualities that are fundamental to effective education. Pupils' involvement, comprehension, and motivation are much influenced by the skills, encouragement, and responsiveness of their teacher.

The high means suggest that many pupils regularly exhibit these behaviors, thereby indicating a solid teacher-pupil relationship founded on good communication and effective teaching. As Slavin (2021) emphasizes, motivation is crucial for enhancing academic performance and is largely shaped by effective teaching methods and supportive relationships. Likewise, Schunk and DiBenedetto (2020) emphasize that pupils who feel supported and motivated are more likely to remain engaged and continue with their academic activities. Moreover, Khan and Golder (2021) emphasize that a teacher's response to pupil concerns does more than just clear up uncertainty; it fosters trust, encourages a sense of belonging, and shapes favorable opinions of education. These revelations suggest that the primary accelerators of pupil success are the noted qualities of teaching quality and approachability.

On the other hand, the lowest mean is 3.00, recorded for the indicator “My teacher effectively manages the classroom.” (*Akong maestra kay epektibo ang iyang pagdumala sulod sa amung tulunghaan.*) Its standard deviation, 1.12, also falls under the categories of “Agree” (A) and “Manifested” (M). Although this rating still presents a positive picture, the lower mean and quite significant standard deviation suggest that pupils have varied opinions about classroom management. While some pupils might find the classroom neat and suitable for studying, others may occasionally encounter interruptions or discrepancies. This fluctuation highlights the importance of maintaining consistent and proactive classroom management techniques.

According to research by Oberle and Schonert-Reichl (2019), academic performance and emotional stability depend fundamentally on a well-run classroom. Conversely, managerial mistakes can cause distractions that compromise pupil focus, involvement, and learning results. Strong classroom management improves not only learning but also social and emotional development, therefore supporting a more complete educational experience, according to Ramberg (2019). The results suggest that even if interpersonal skills and instruction are admirable, classroom discipline and organization still require improvement to ensure that every pupil flourishes in a

consistent, targeted environment.

With a standard deviation of 1.00 and an average weighted mean of 3.15, the teacher factor generally falls under “Agree” (A) and “Manifested” (M). This suggests that pupils regularly recognize the significant impact professors have on their academic performance. Effective teaching, as confirmed by Sheridan et al. (2022), consists not only of knowledge transmission but also an emotional and motivating support mix that results in better academic performance. Great teachers, according to Kapur (2018), are not only content masters but also major leaders in developing critical thinking and emotional intelligence.

Table 19 presents the extent to which the teacher factor influences the academic performance of grade 6 learners.

Table 19. *The Extent of Manifestation of Teacher Factor Influencing the Grade 6 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My teacher... (<i>Akong maestra kay...</i>)				
1. Effectively manages the classroom. (<i>epektibo ang iyang pagdumala sulod sa amung tulunghaan.</i>)	3.57	0.74	SA	HM
2. Is good at teaching it. (<i>maayo kaayo mutudlo sa klase.</i>)	3.64	0.69	SA	HM
3. Provides support to pupils who are struggling academically. (<i>naghatag ug suporta/tabang sa mga estudyante nga naglisod sa ilang pagtuon.</i>)	3.69	0.68	SA	HM
4. Communicates complex concepts clearly and effectively. (<i>klaro ug epektibo nga ginapasabot sa amua ang mga leksyon ilabi na tong mga lisod kaayo nga leksyon.</i>)	3.64	0.69	SA	HM
5. Is approachable and responsive to pupils' questions and concerns. (<i>dali ra maduulan ug gakatubag sa amuang mga kalibog mahitungod sa leksyon.</i>)	3.64	0.69	SA	HM
Average Weighted Mean	3.64	0.70	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

The highest mean in Table 19 is 3.69, corresponding to the indicator, “Provides support to pupils who are struggling academically.” (*Akong maestra kay naghatag ug suporta/tabang sa mga estudyante nga naglisod sa ilang pagtuon.*) This measure, with a standard deviation of 0.68, is evaluated as Strongly Agree (SA), implying that, depending on pupil impressions, this supporting behavior is quite expressed among teachers. This outcome highlights the crucial role teachers play in providing individualized academic support, a strategy that aligns with the findings of Khan and Golder (2021), who emphasize how academic support tailored to pupils' specific needs can positively impact their academic trajectory. The great agreement among pupils implies that teachers not only understand the challenges their pupils face but also react sensitively and compassionately in addressing them. Kim et al. (2019) claim that this type of encouragement enhances academic self-esteem and endurance, which are essential for overcoming obstacles in education. Reiterating the idea that academic performance generally results from helpful and supportive teacher-student connections, Ramberg (2019) further argues that continuous teacher encouragement fosters trust, motivation, and improved learning outcomes.

The lowest mean is 3.57, referring to the indicator, “My teacher effectively manages the classroom” (*Akong maestra kay epektibo ang iyang pagdumala sulod sa amung tulunghaan.*) Although the lowest, this score still falls within the Strongly Agree (SA) range and has a standard deviation of 0.74, suggesting widespread satisfaction with classroom management but revealing somewhat less consensus than in other teacher-related variables. This implies that although most pupils believe their professors are good classroom managers, discrepancies may still exist in creating ideal learning conditions across various environments. According to Kraft and Blazar (2020), even small deviations in classroom management could cause disturbances that might affect pupils' general academic involvement and attentiveness. This outcome suggests that while the basis of classroom discipline is present, constant application and improvement may be required to guarantee that every pupil has an organized, distraction-free learning environment. Effective classroom management significantly enhances pupils' ability to focus and participate in lessons, as Özgenel and Mert (2019) emphasize, thereby yielding improved behavioral and academic outcomes.

The teacher factor's overall weighted mean, with a standard deviation of 0.70, is 3.64, firmly falling into the Strongly Agree (SA) range. This shows pupils' typically high respect for their teachers' individualized help, classroom leadership, and instructional efficacy. The study highlights how teachers influence academic performance, not only through lesson delivery but also through their responsiveness, classroom environment, and emotional involvement. This result is consistent with Oberle and Schonert-Reichl (2019), who support that good instruction blends emotional nurturance with intellectual direction. Therefore, the teaching component extends beyond knowledge transfer to encompass creating a learning environment in which pupils feel inspired, supported, and valued. The results also reflect the viewpoint that improving general pupil performance depends on fostering both cognitive and emotive spheres.

Table 20 summarizes the extent to which the teacher factor influences intermediate learners' academic performance.

The Grade 6 pupils had the highest mean score (3.64) and standard deviation (0.70) when looking at the teacher factor that affects academic success. This means that they “Strongly Agree.” This result shows that the teacher factor is Highly Manifested (HM) for this

grade level.

Table 20. *Summary of the Extent of Manifestation of Teacher Factor Influencing the Intermediate Learners' Academic Performance*

Indicators	M	SD	VD	QI
Grade 4	3.42	0.79	SA	HM
Grade 5	3.15	1.00	A	M
Grade 6	3.64	0.70	SA	HM
Average Weighted Mean	3.40	0.83	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

The statistics show that sixth graders are quite aware of and firmly agree with the important role that instructors play in their academic success. This aligns with other research, which suggests that the quality of teachers is one of the most significant factors in determining a pupil's academic performance. Kraft and Blazar (2020) argue that great teachers not only help pupils perform better in school, but they also encourage them to become more involved, which makes learning more meaningful. Ramberg (2019) also states that the way teachers educate and the strength of their relationships with their pupils both have direct and measurable effects on how well pupils perform in school. These results suggest that sixth graders will likely perform better in school if they are in a supportive atmosphere with effective teacher direction, personalized help, and consistent teaching methods. The consistently high appreciation for the teacher factor in Grade 6 demonstrates the importance of helping teachers be effective in maintaining academic success at this level.

The Grade 5 pupils, on the other hand, had the lowest mean score, which was 3.15 with a standard deviation of 1.00, which means they “Agree.” This is still a good review, but it shows that the instructor aspect is only modestly present in this grade compared to others. The notable standard deviation also reflects greater variability in pupil perceptions, which may be indicative of inconsistencies in teaching quality or classroom experiences. Several reasonable explanations have been proposed in the literature. Kim et al. (2019) emphasize the importance of teachers being consistently involved and maintaining good relationships with their pupils to impact academic performance positively. Changes in these areas may lead to different levels of pupil impact. Geiger and Pivovarov (2019) also note that factors such as teacher absences, faculty changes, or inconsistent classroom management can disrupt the flow of instruction, which can affect how pupils perceive their teacher's impact. Therefore, the lower average for Grade 5 may be a sign of these problems, indicating that teaching methods need to be strengthened and stabilized to improve the academic performance of these pupils.

With a mean score of 3.40 and a standard deviation of 0.83, the instructor factor is in the “Strongly Agree” group. This signifies that this component is Highly Manifested (HM) in all the grades we looked at. This overall tendency indicates that pupils generally view their teachers as an integral part of their learning process. Sheridan et al. (2022) support this by stating that teachers should help their pupils grow not only academically but also socially and emotionally. Oppen (2019) further emphasizes that a caring, well-prepared teacher is crucial for enhancing pupil performance. The fact that all grade levels agree strongly indicates that all pupils recognize the importance of their teacher to their academic success, whether through direct instruction, emotional support, or leadership in the class. This factor is consistently recognized, highlighting the importance of investing in teacher training, support structures, and ongoing pedagogical training to enhance learning outcomes across all grades.

Table 21 presents the extent to which the peer factor influences the academic performance of grade 4 learners.

Table 21. *The Extent of Manifestation of Peer Factor Influencing the Grade 4 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My peers... (Ang akong mga barkada...)				
1. Support my academic efforts and performances. (naghatag ug suporta sa akong pagpaningkamot ug akong mga nakab ot nga kadaugan sa akong pag-eskwela.)	3.50	0.60	SA	HM
2. Encourage me to participate in group activities and discussions. (naghatag ug suporta sa akong pag-apil sa mga grupo nga kalihukan.)	3.30	0.72	A	M
3. Are kind and understanding, especially when I have problems in my studies. (buotan ug masabunton labi na kung naa koy mga problema sa akong pagtuon.)	3.45	0.64	SA	HM
4. Share their knowledge and resources to help me academically. (gina-share nila ang ilang kaalam ug kahinguhaan para matabangan ako sa akong pagtuon.)	3.42	0.75	SA	HM
5. Have a positive impact on my academic performance. (adunay positibo nga epekto sa akong pagtuon.)	3.35	0.89	A	M
Average Weighted Mean	3.40	0.72	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

On the other hand, the lowest mean in the table is for the statement, “My peers encourage me to participate in group activities and discussions.” (Ang akong mga barkada naghatag ug suporta sa akong pag-apil sa mga grupo nga kalihukan.) Classed under “Agree” (A), with a mean of 3.30 and a standard deviation of 0.72, this is qualitatively read as “Manifested” (M). Although this still indicates a favorable peer impact, the somewhat lower means suggest that support for group activities is less evident than that for individual academic accomplishments. This implies that although Grade 4 pupils feel personally motivated by their classmates, they may receive less encouragement or support when it comes to actively participating in group environments. Peer interactions can take several forms; some friendships may emphasize social or emotional support above encouraging intellectual involvement through group projects. According to Shao et al. (2024), the context and quality of peer connections define their educational influence. Sarkar and Banik (2022) caution that negative peer dynamics, peer pressure, or distraction may undermine the potential benefits of peer support. Therefore, the character and context of peer interactions, as well as their existence, will determine their usefulness in raising academic performance. This revelation highlights the importance of teachers and school leaders in creating welcoming and collaborative environments that foster group project work among pupils.

The average weighted mean of 3.40 falls into the “Strongly Agree” (SA) category, with a standard deviation of 0.72. Peer factors are relatively clear in determining how well Grade 4 pupils perform in school. This agreement demonstrates that pupils genuinely appreciate the support their classmates provide to help them learn and flourish. Studies by Nwamadi (2022) and Afolabi (2019) demonstrate that fostering positive interactions with peers is crucial for not only academic engagement but also emotional resilience, confidence, and motivation. Having a supportive peer group provides pupils with both the social motivation and the intellectual tools they need to excel. This supports the belief that a good, learner-centered classroom atmosphere depends mostly on peer influence when pleasant and well-directed.

Table 22 presents the extent to which the peer factor influences the academic performance of grade 5 learners.

Table 22. *The Extent of Manifestation of Peer Factor Influencing the Grade 5 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My peers... (Ang akong mga barkada...)				
1. Support my academic efforts and performances. (naghatag ug suporta sa akong pagpaningkamot ug akong mga nakab ot nga kadaugan sa akong pag-eskwela.)	3.29	0.87	SA	HM
2. Encourage me to participate in group activities and discussions. (naghatag ug suporta sa akong pag-apil sa mga grupo nga kalihukan.)	2.95	0.93	A	M
3. Are kind and understanding, especially when I have problems in my studies. (buotan ug masabunton labi na kung naa koy mga problema sa akong pagtuon.)	3.11	0.92	A	M
4. Share their knowledge and resources to help me academically. (gina-share nila ang ilang kaalam ug kahinguhaan para matabangan ako sa akong pagtuon.)	3.18	0.83	A	M
5. Have a positive impact on my academic performance. (adunay positibo nga epekto sa akong pagtuon.)	3.11	0.86	A	M
Average Weighted Mean	3.13	0.88	A	M

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

The highest figure in Table 22 is “My peers support my academic efforts and performances.” (Ang akong mga barkada naghatag ug suporta sa akong pagpaningkamot ug akong mga nakab ot nga kadaugan sa akong pag-eskwela.) This belongs in the “Strongly Agree” (SA) range, which has a mean of 3.29 and a standard deviation of 0.87, and has a qualitative meaning for “Highly Manifested” (HM). This implies that pupils in grade 5 believe their peers provide significant and consistent academic assistance. Such help is typically provided through emotional encouragement, reinforcement of good academic practices, and the creation of a cooperative learning environment. Shao et al. (2024) claim that peers not only inspire but also facilitate knowledge flow, thereby enhancing academic performance. Comparably, Filade et al. (2019) and Rahmi and Indarti (2019) emphasized that pupils who share ideas and academic resources with their classmates tend to have a better understanding and performance. Consequently, the information in this table supports earlier studies by showing that positive peer interactions can create an environment conducive to academic success, thereby inspiring pupils and enhancing their classroom performance.

On the other hand, the lowest figure in the table is the statement, “My peers encourage me to participate in group activities and discussions.” (Ang akong mga barkada naghatag ug suporta sa akong pag-apil sa mga grupo nga kalihukan.) With a mean of 2.95 and a standard deviation of 0.93, the barkada naghatag supta sa akong pag-apil nga kalihukan]. Though to a lesser degree, this score, interpreted as “Agree” (A) and “Manifested” (M), still shows a favorable peer influence. It suggests that even if peer support is there, it cannot always encourage active participation in group projects. This disparity suggests that some pupils may not be sufficiently motivated by their peers to participate in group discussions or project opportunities that are essential for developing communication skills, critical thinking, and more advanced academic knowledge. According to Nwamadi (2022), depending on its type, peer pressure

could either improve or undermine academic results. Moreover, Kadir et al. (2018) emphasized the importance of peer groups in inspiring group participation and directly influencing academic enrichment. In this example, the somewhat low mean points to a possible intervention site: schools and teachers could inspire more robust peer-led cooperation in classroom environments.

At last, the average weighted mean of 3.13 with a standard deviation of 0.88 falls into the “Agree” category and is realistically interpreted as “Manifested” (M). Although not as pronounced as in Grade 4, this indicates that peer factors generally influence the academic success of Grade 5 pupils. Although peer support is universally accepted, the research suggests that its value varies depending on the situation; academic help is more common than peer encouragement in active engagement. Emphasizing the need for peer impact in raising academic enthusiasm and outcomes, the results align with those of Shao et al. (2024) and Gulati (2017). Peer interactions should, however, extend beyond moral support to include active encouragement in academic debates and group learning projects if maximum value is to be achieved. Therefore, encouraging a classroom environment that supports group projects can help to improve the academic performance and involvement of pupils in Grade 5.

Table 23 presents the extent to which the peer factor influences the academic performance of grade 6 learners.

Table 23. *The Extent of Manifestation of Peer Factor Influencing the Grade 6 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My peers... (<i>Ang akong mga barkada...</i>)				
1. Support my academic efforts and performances. (<i>naghatag ug suporta sa akong pagpaningkamot ug akong mga nakab ot nga kadaugan sa akong pag-eskwela.</i>)	3.29	0.77	SA	HM
2. Encourage me to participate in group activities and discussions. (<i>naghatag ug suporta sa akong pag-apil sa mga grupo nga kalihukan.</i>)	3.38	0.73	SA	HM
3. Are kind and understanding, especially when I have problems in my studies. (<i>buotan ug masabunon labi na kung naa koy mga problema sa akong pagtuon.</i>)	3.43	0.83	SA	HM
4. Share their knowledge and resources to help me academically. (<i>gina-share nila ang ilang kaalam ug kahinguhaan para matabangan ako sa akong pagtuon.</i>)	3.60	0.54	SA	HM
5. Have a positive impact on my academic performance. (<i>adunay positibo nga epekto sa akong pagtuon.</i>)	3.05	0.99	A	M
Average Weighted Mean	3.35	0.77	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

This suggests that in academic settings, pupils view their peers as cooperative and giving, voluntarily providing support using shared knowledge and learning resources. Notably, the indicator “My peers share their knowledge and resources to help me academically” (*Akong mga barkada kay gina-share nila ang ilang kaalam ug kahinguhaan para matabangan ako sa akong pagtuon.*) recorded the highest mean of 3.60 and a standard deviation of 0.54, interpreted as Strongly Agree (SA) and Highly Manifested (HM). This suggests that, among all the peer-related activities tracked, the most frequently used and highly valued support tool among pupils is probably exchanging academic resources and expertise. The low standard deviation reveals a substantial agreement among the responses, indicating that this behavior is generally accepted and appreciated among most pupils. This trend reveals a learning culture centered on cooperation, where pupils gain both emotionally and cognitively from being part of a supportive and encouraging peer network. Afolabi (2019) claims that peer relationships much shape academic performance during crucial developmental phases, including those felt in intermediate grades. In line with Cui et al. (2018), who emphasize that shared learning and cooperation increase pupil engagement and satisfaction—two essential factors of academic success—the results also reflect their findings.

On the other hand, the lowest-rated indicator is “My peers have a positive impact on my academic performance.” (*Akong mga barkada kay adunay positibo nga epekto sa akong pagtuon.*) which garnered a mean of 3.05 and a standard deviation of 0.99, interpreted as Agree (A) and Manifested (M). Although the overall answer is still good, the relatively high standard deviation suggests a wider range of ideas. Different personal experiences or varying peer group dynamics may explain this difference; some pupils may be thriving academically due to supportive social influences, while others may encounter distractions or lack academic drive within their circles. The results confirm the wisdom of Hongsuchon et al. (2022), who advocate for varied and interesting learning environments that accommodate multiple learning approaches and personal experiences. Therefore, even if peer influence is usually considered positive, its real effect may differ substantially from learner to learner. This emphasizes the need to create peer settings that not only promote teamwork but also discourage bad habits impeding intellectual development.

Moreover, the general weighted mean of 3.35 with a standard deviation of 0.77 confirms the notion that peer variables are strongly agreed upon and highly manifested in determining academic performance. The outcomes demonstrate the significant role of peer support, teamwork, and emotional reinforcement in the learning process for Grade 6 pupils. These findings support Afolabi’s (2019) thesis that their peers must enhance pupils’ academic desire and social growth. Furthermore, consistent with Cui et al. (2018), peer-based academic relationships increase learner involvement and satisfaction, two important markers of educational success.

Consequently, the results emphasize the important part peers play not only as friends but also as co-facilitators for academic development. It emphasizes the need to create educational settings that actively support group projects, good peer connections, and academic cooperation.

Table 24 summarizes the extent of manifestation of how peer factors influence the academic performance of intermediate learners.

Table 24. *Summary of the Extent of Manifestation of Peer Factor Influencing the Intermediate Learners' Academic Performance*

Indicators	M	SD	VD	QI
Grade 4	3.40	0.72	SA	HM
Grade 5	3.13	0.88	A	M
Grade 6	3.35	0.77	SA	HM
Average Weighted Mean	3.29	0.79	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

With a standard deviation of 0.72, Grade 4 had the highest peer-related mean score among the three grade levels, at 3.40, which is interpreted as Strongly Agree (SA) and Highly Manifested (HM). This implies that pupils in Grade 4, who demonstrate a clear dependence on and respect for their peers in academic environments, feel the influence of their peers most strongly. Such great agreement points to active participation in cooperative efforts, such as group work, joint study practices, and emotional support, which are vital throughout the early phases of social development. This result validates Afolabi's (2019) view that, especially during the formative school years, peer networks are effective socializing tools. At this point, pupils are likely to be more receptive to group-based learning, more reliant on peer feedback, and more emotionally expressive. Filade et al. (2019) and Rahmi and Indarti (2019) contend that pupils who routinely participate in information and resource sharing with peers often exhibit better academic results and deeper comprehension. Strong peer dynamics in Grade 4 draw attention to how early exposure to favorable peer interactions significantly influences both academic performance and socio-emotional growth.

With a standard deviation of 0.88, Grade 5 reported the lowest peer influence mean of 3.13, which corresponds to the Agree (A) and Manifested (M) categories. Although the data still shows a generally favorable peer impact, the somewhat lower mean and more variability point to a more complex and less consistent experience among Grade 5 pupils. This developmental period can be a time of transition, during which pupils begin to claim more personal autonomy while also navigating increasing academic demands and social complexity. Peer networks can occasionally cause academic anxiety, according to Kadir et al. (2018), especially when pupils feel obliged to conform or are unsure of the impact of their peers. Furthermore, Nwamadi (2022) emphasized that pupils with lower self-esteem are more susceptible to peer pressure, thereby resulting in possibly inconsistent academic motivation or behavior. These subtleties may help explain the wider spectrum of responses among Grade 5 pupils and underscore the need to support good peer interaction and self-efficacy during this transitional period.

Though somewhat less strongly than in individual grade-level peaks, the total weighted mean over all three grade levels—Grades 4, 5, and 6—is 3.29 with a standard deviation of 0.79, still characterized as Strongly Agree (SA) and Highly Manifested (HM). This suggests that, for intermediate pupils, peer effects continue to have a significant impact on academic performance overall. The tendency supports Afolabi's (2019) assertion that peer interactions are fundamental to learning during both childhood and adolescence. Learners' performance improves in both cognitive and affective spheres when they are urged to share, support one another, and create cooperative academic relationships, as also observed by Filade et al. (2019) and Rahmi and Indarti (2019).

The results highlight the significance of teachers creating favorable peer learning surroundings in their classrooms. Encouraging organized group projects, peer tutoring, and classroom roles that support cooperation will help maximize the advantages of peer influence. Moreover, ensuring that these peer relationships are directed, inclusive, and encouraging can help pupils develop emotionally and socially, as well as improve their academic success. Resilient, motivated, and cooperative learners depend on such strategic peer interaction.

Table 25 presents the extent to which the family factor influences the academic performance of grade 4 learners.

This part highlights how significant family support influences pupils' academic experiences. A stable and loving household provides the foundation from which pupils can focus, perform, and flourish academically. Supportive homes create environments where children naturally develop disciplined study habits and consistent academic motivation—two key pillars of academic success, as Khatony et al. (2019) emphasize. The highest-rated indicator, "My family provides a supportive environment for my academic pursuits" (Ang akong pamilya naghatag ug igong suporta sa akong pag-eskwela.) (M = 3.65, SD = 0.66). This data point captures a consistent sense of emotional stability and support at home. It implies that pupils not only feel cared for but also feel confident that their academic performance is appreciated. This is quite like the 2020 results of Schunk and DiBenedetto, who contend that developing tenacity, confidence, and long-term motivation depends on a favorable family environment. Particularly when family members are there as both cheerleaders and mentors, such home support helps a pupil to believe that their efforts count and that academic challenges can be

surmounted. Pupils who experience this kind of parental support are more likely to link achievement with their efforts rather than with outside circumstances, therefore encouraging resilience and responsibility

Table 25. *The Extent of Manifestation of Family Factor Influencing the Grade 4 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My family... (<i>Ang akong pamilya...</i>)				
1. Provides a supportive environment for my academic pursuits. (<i>naghatag ug igong suporta sa akong pag-eskwela.</i>)	3.65	0.66	SA	HM
2. Always encourages and supports me in my studies. (<i>nag-ingganyo ug nag hatag ug bili sa akong edukasyon.</i>)	3.40	0.67	SA	HM
3. Actively supports and assists me with my schoolwork. (<i>madasigon nga naghatag ug suporta kanako sa tanan mga buluhaton sa eskwelahan.</i>)	3.52	0.72	SA	HM
4. Communicates high academic expectations for me. (<i>naghatag ug taas nga ekspektasyon sa akong pagtuon.</i>)	3.30	0.88	SA	HM
5. Provides a stable and conducive home environment for studying. (<i>naghatag ug gana ug hapsay nga palibot para sa akong pagtuon.</i>)	3.56	0.75	SA	HM
Average Weighted Mean	3.49	0.74	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Conversely, the lowest mean in the table is observed in the indicator “My family communicates high academic expectations for me.” (*Ang akong pamilya naghatag ug taas nga ekspektasyon sa akong pagtuon.*) with an M of 3.30 and SD of 0.88, still falling under Strongly Agree (SA) and Highly Manifested (HM), albeit at the lower end of the scale. This outcome suggests that while parental support is present, the explicit transmission of academic expectations may not be as strong. Families may rely more on implicit messages or nonverbal encouragement than on explicit goals or rules. Though well-meaning, this could leave some pupils confused about the highest level of aspiration their family expects of them. Clearly stated academic expectations are important, as Lazowski and Hulleman (2021) underline; these help pupils develop goal-setting behavior and intrinsic motivation. Slavin (2021) also notes that pupils who grasp and absorb these expectations often exhibit greater dedication and improved performance in the classroom. This result thus creates room for development: families might be urged to express their academic aspirations more precisely, hence guiding pupils towards greater goals with a clearer sense of direction.

With an average weighted mean of 3.49 and a standard deviation of 0.74, family support is overall rather strongly agreed upon and well manifested among Grade 4 pupils. This proves that many pupils benefit from intellectually and emotionally stimulating home settings, which significantly enhance their ability to engage with their homework. The results support the claims of Cui et al. (2018) and Schunk and DiBenedetto (2020) that academic participation from family is associated with better study habits, increased motivation, and higher academic achievement.

The consistent patterns shown here underscore the need for parental participation that extends beyond mere emotional support. Families should also be deliberate in supporting their children's study discipline, sharing clear expectations, and closely supervising their learning activities. When done consistently, especially during the formative years, such as Grade 4, these activities can build a comprehensive support system that drives academic success as well as a lifelong love of learning.

Table 26 presents the extent to which the family factor influences the academic performance of grade 5 learners.

Based on Table 26, the highest-rated indicator under the Family Factor influencing the academic performance of Grade 5 learners is “My family provides a stable and conducive home environment for studying.” (*Ang akong pamilya naghatag ug gana ug hapsay nga palibot para sa akong pagtuon.*) This indicator has a mean of 3.45 and a standard deviation of 0.86, which means that it strongly agrees and is highly exhibited. This means that many pupils think their residence is calm, supportive, and great for learning. Effective study habits, emotional equilibrium, and focus—all of which are fundamental components of scholastic success—are greatly promoted by a calm and orderly home.

Studies by Khatony et al. (2019) demonstrate the significant impact of study habits formed in a disciplined and motivating setting on academic performance. Likewise, Lazowski and Hulleman (2021) emphasize that a learner's commitment to independent study and overall academic success is significantly enhanced by intrinsic motivation, often developed at home. Therefore, having a consistent and orderly study environment at home not only helps pupils remain focused but also promotes their cognitive development and self-driven motivation, both of which are essential in improving learning results.

On the other hand, the lowest-rated indicator is “My family always encourages and supports me in my studies.” (*Ang akong pamilya nag-ingganyo ug nag hatag ug bili sa akong edukasyon.*) with a mean of 3.11 and a standard deviation of 0.86, which still falls under Agree and Manifested. Although the score still shows a positive attitude, its rather lower mean than the other indicators point to a minor discrepancy in emotional support. This implies that whereas some pupils get constant reinforcement, others could feel that this is

inadequate or erratic.

Table 26. *The Extent of Manifestation of Family Factor Influencing the Grade 5 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My family... (<i>Ang akong pamilya...</i>)				
1. Provides a supportive environment for my academic pursuits. (<i>naghatag ug igong suporta sa akong pag-eskwela.</i>)	3.18	1.14	A	M
2. Always encourages and supports me in my studies. (<i>nag-ingganyo ug nag hatag ug bili sa akong edukasyon.</i>)	3.11	0.86	A	M
3. Actively supports and assists me with my schoolwork. (<i>madasigon nga naghatag ug suporta kanako sa tanan mga buluhaton sa eskwelahan.</i>)	3.21	0.99	A	M
4. Communicates high academic expectations for me. (<i>naghatag ug taas nga ekspektasyon sa akong pagtuon.</i>)	3.34	0.88	SA	HM
5. Provides a stable and conducive home environment for studying. (<i>naghatag ug gana ug hapsay nga palibot para sa akong pagtuon.</i>)	3.45	0.86	SA	HM
Average Weighted Mean	3.26	0.95	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

This result is important because a learner's confidence and endurance often begin with encouragement. Slavin (2021) confirms that academic performance is primarily driven by motivation; pupils who do not feel emotionally supported at home may find it difficult to persevere and experience excitement throughout their academic journey. Moreover, Schunk and DiBenedetto (2020) argue that vocal reinforcement and compliments can help increase persistence and the application of successful learning approaches. The lower ranking of this indication draws attention to a possible area for family-based intervention: ensuring that every pupil, regardless of background, receives regular emotional and motivational support to maintain their academic engagement.

With a standard deviation of 0.95 and an average mean of 3.26, the Family Factor comes out as overall Strongly Agree and Highly Manifested. This composite score indicates that, generally, households provide their children with strong, loving, and academically motivating surroundings. It is consistent with research by Liang (2020) and Schulz (2021), who emphasize how often cognitive skills and self-discipline—two primary indicators of academic success—are influenced in family surroundings. Khatony et al. (2019) support this by highlighting the crucial role the family plays in fostering excellent study practices.

Ultimately, the evidence suggests that the family plays a crucial role in not only meeting pupils' pragmatic needs but also in fostering their emotional resilience, intellectual potential, and academic drive. The results highlight the importance of maintaining a conducive learning environment at home, as well as providing regular emotional support, to ensure that every child has the foundation required to excel academically.

Table 27 presents the extent to which the family factor influences the academic performance of grade 6 learners.

Table 27. *The Extent of Manifestation of Family Factor Influencing the Grade 6 Learners' Academic Performance*

Indicators	M	SD	VD	QI
My family... (<i>Ang akong pamilya...</i>)				
1. Provides a supportive environment for my academic pursuits. (<i>naghatag ug igong suporta sa akong pag-eskwela.</i>)	3.55	0.86	SA	HM
2. Always encourages and supports me in my studies. (<i>nag-ingganyo ug nag hatag ug bili sa akong edukasyon.</i>)	3.55	0.80	SA	HM
3. Actively supports and assists me with my schoolwork. (<i>madasigon nga naghatag ug suporta kanako sa tanan mga buluhaton sa eskwelahan.</i>)	3.62	0.73	SA	HM
4. Communicates high academic expectations for me. (<i>naghatag ug taas nga ekspektasyon sa akong pagtuon.</i>)	3.62	0.62	SA	HM
5. Provides a stable and conducive home environment for studying. (<i>naghatag ug gana ug hapsay nga palibot para sa akong pagtuon.</i>)	3.60	0.73	SA	HM
Average Weighted Mean	3.59	0.75	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Among the indicators listed, two statements garnered the highest mean of 3.62, both falling under the “Strongly Agree” (SA) verbal description and interpreted as “Highly Manifested” (HM). These are: “My family actively supports and assists me with my schoolwork” (*Ang akong pamilya nag-ingganyo ug nag hatag ug bili sa akong edukasyon.*) with the standard deviation of 0.73, and “My family

communicates high academic expectations for me.” (Ang akong pamilya naghatag ug taas nga ekspektasyon sa akong pagtuon.) with the standard deviation of 0.62. These findings underscore the significant role families play in providing pupils with both emotional and practical support. The high mean scores indicate that many Grade 6 pupils believe their families are both explicit in establishing educational goals and actively involved in their academic path. This active participation supports persistence in schooling, self-discipline, and motivation through self-control. Learners who respect effort and see high expectations are more likely to adopt and maintain successful learning strategies, claims Schunk and DiBenedetto (2020). Slavin (2021) similarly emphasized that motivation is not only an internal spark but also a force that drives academic action, one that a family’s regular encouragement and high standards can profoundly influence.

On the other hand, the lowest but still highly rated mean scores are found in the indicators “My family provides a supportive environment for my academic pursuits” (Ang akong pamilya naghatag ug igong suporta sa akong pag-eskwela.) and “My family always encourages and supports me in my studies.” (Ang akong pamilya nag-ingganyo ug nag hatag ug bili sa akong edukasyon.) both with a mean of 3.55 and standard deviations of 0.86 and 0.80, respectively. Although these scores remain under “Strongly Agree” and “Highly Manifested,” their somewhat lower ratings would imply that although emotional and environmental support is typically substantial, it is not experienced equally by every pupil. Various homes may have various degrees of consistency or visibility for this support. Such family-driven support systems are crucial in enhancing a learner’s motivation and overall academic engagement, which in turn help build cognitive capacities and foster disciplined learning behavior, as Mwaura et al. (2019) emphasized. Moreover, Lazowski and Hulleman (2021) emphasized the importance of consistent support and recognition, particularly from direct family members, for intrinsic motivation and academic performance.

With a standard deviation of 0.75 and an overall weighted mean of 3.59, family factors are clearly “highly manifested” among Grade 6 pupils. This average implies that pupils generally see their home surroundings as mainly supportive, encouraging, and intellectually friendly. Such consistency aligns with Khatony et al. (2019), who noted that strict and supportive home environments help foster good study habits. Strong mental, emotional, and motivational readiness—all of which are vital for achieving better academic performance—is fostered by families that regularly provide emotional reassurance, high expectations, and practical support.

Table 28 summarizes the extent to which the family factor influences the academic performance of intermediate learners.

Table 28. *Summary of the Extent of Manifestation of Family Factor Influencing the Intermediate Learners' Academic Performance*

Indicators	M	SD	VD	QI
Grade 4	3.49	0.74	SA	HM
Grade 5	3.26	0.95	SA	HM
Grade 6	3.59	0.75	SA	HM
Average Weighted Mean	3.45	0.81	SA	HM

Legend: Scale 4 (3.26–4.00) = Strongly Agree (SA), Highly Manifested (HM); Scale 3 (2.51–3.25) = Agree (A), Manifested (M); Scale 2 (1.76–2.50) = Disagree (D), Moderately Manifested (MM); Scale 1 (1.00–1.75) = Strongly Disagree (SD), Not Manifested (NM)

Based on Table 28, Grade 6 has the highest computed mean, with Table 28 a mean of 3.59 and a standard deviation of 0.75. One understands this as “Strongly Agree” and “Highly Manifested.” This kind of outcome shows that, of the three grade levels evaluated, Grade 6 pupils believe that familial circumstances have the biggest impact on their academic success. The consistently high evaluations suggest the presence of supportive home environments that foster fundamental academic behaviors, such as discipline, motivation, and ongoing participation in schooling. These results align with the conclusions of Slavin (2021) and Lazowski and Hulleman (2021), who both emphasized that academic performance is primarily driven by motivation, typically fostered by family reinforcement. Pupils who receive emotional support and acknowledgment from their homes are more likely to persist with their studies and employ effective learning techniques. Schunk and DiBenedetto (2020) also found that pupils who internalize their family’s beliefs and expectations often attribute their academic success to their hard work, which encourages them to be more resilient and persistent in the classroom. Thus, the clear impact of family among Grade 6 pupils suggests a home setting that not only promotes academic responsibility but also lays a strong basis for confident and independent learning.

Though it still falls under the interpretation of “Strongly Agree” and “Highly Manifested,” Grade 5 registered the lowest mean score of 3.26 and a greater standard deviation of 0.95. Although the qualitative interpretation remains constant, the lower mean and larger standard deviation indicate more variation in how Grade 5 pupils perceive familial assistance. This could refer to transitional dynamics encountered at this stage, such as increased responsibility at home, altered family routines, or shifts in emotional needs, that may lead to uneven parental participation. Learners’ academic development during middle childhood is influenced not only by their cognitive capacity but also by the stability and responsiveness of family support networks, as claimed by Mwaura et al. (2019) and Liang (2020). In Grade 5, such unpredictability could compromise study habits and lower pupils’ focus or desire, therefore compromising performance. These findings underscore the importance of maintaining consistent and responsive parental involvement throughout all grade levels—not only during critical transition years—to ensure learners remain engaged and on track.

With a standard deviation of 0.81, the average weighted mean among all grade levels is 3.45, still falling under “Strongly Agree” and “Highly Manifested.” This supports the notion that family factors are important and consistent in determining academic performance over the intermediate grades. Supported by the results of Khatony et al. (2019) and Cui et al. (2018), this research validates that families are the main factors in imparting discipline, supporting effective study habits, and motivating the cornerstones of academic success. Furthermore, Chen et al. (2020) emphasized that in the digital era, building distraction-free, orderly home environments is more important than ever, especially for young people navigating increasingly challenging academic assignments. Therefore, the data suggest that educational players should view the family as an active participant rather than a background variable. Targeting transitional academic years, such as Grade 5, schools should create cooperative intervention programs with families to enhance the consistency and quality of support that pupils receive at home.

Table 29 presents the academic performance of the grade 4 learners based on the SY. 2023-2024.

Table 29. *The Academic Performance of the Grade 4 Learners based in the SY. 20232024*

<i>Academic Performance</i>	<i>F</i>	<i>%</i>
Outstanding (90-100%)	8	20
Very Satisfactory (85-89%)	14	35
Satisfactory (80-84%)	18	45
Fairly Satisfactory (75-79%)	0	0
Did Not Meet Expectations (Below 75)	0	0
Total	40	100%

With 18 out of 40 pupils (45%), the highest concentration of pupils, as shown in Table 29, achieved a Satisfactory rating, which corresponds to general averages ranging from 80% to 84%. Among Grade 4 pupils in SY 2023–2024, this group shows the most dominant degree of academic performance. Although this implies that most pupils have the fundamental information and abilities expected of their grade level, the data also show that many of them are not yet fully utilizing their academic abilities. The calculated mean of 85.08 and the standard deviation of 4.52 also show some diversity. In performance, but still within a somewhat normal academic range.

Most pupils in the satisfactory group could indicate a need for more targeted efforts to improve individual factors, especially motivation, self-discipline, and goal setting, to raise their performance from “good” to “excellent.” Slavin (2021) and Lazowski and Hulleman (2021) assert that pupils who are more intrinsically motivated and believe that hard work leads to success are more likely to employ strategic learning approaches and persist when they encounter difficulties in school. Schunk and DiBenedetto (2020) also noted that pupils who believe their success is due to their hard work rather than luck or chance are more likely to perform better than average. Therefore, even though pupils in Grade 4 usually meet academic requirements, this table shows opportunities for development through more intense, motivating, and cognitive interventions.

Positively, none of the lowest categories—Fairly Satisfactory (75–79%) or Did Not Meet Expectations (below 75%)—had representation, meaning 0% of pupils fell into these lower bands. This is a very positive result, suggesting that none of the fourth graders are academically in danger of underperformance. The mean of 85.08 and the standard deviation of 4.52 confirm that performance is not only above average but also relatively consistent across the cohort. Consistent academic performance, according to Khatony et al. (2019), typically results from the establishment of efficient study habits and systematic approaches to learning, which help pupils retain knowledge and manage academic expectations effectively. Kapur (2018) and Castilla et al. (2024) also note that the lack of low-performing pupils may be partly due to the educational climate being helpful. These experts say that preventing academic failure depends significantly on factors outside of school, such as the classroom setup, school administration, and instructor response.

The general findings indicate that Grade 4 pupils benefit from both internal and external facilitators of academic performance. With a modest standard deviation of 4.52, the mean score of 85.08, which falls within the Very Satisfactory range, indicates a solid and consistent academic performance. Mwaura et al. (2019) and Liang (2020) suggest that this level of performance may indicate well-developed internal inclinations, including self-discipline, task persistence, and cognitive engagement. External factors observed in research by Delfino (2019) and Ramberg (2019), who found that crucial to learners’ academic performance are good teacher-learner interactions, well-run classrooms, and effective teaching methodologies, corroborate these conclusions.

Finally, the information in Table 29 suggests that the Grade 4 learning environment is consistent, supportive, and fit for continuous academic improvement. Although the lack of struggling pupils is admirable, the fact that many fall into the Satisfactory level indicates room for development. Schools can help pupils move from meeting expectations to exceeding them by enhancing both motivating factors and teaching strategies, therefore guaranteeing an even greater future academic performance.

Table 30 presents the academic performance of the grade 5 learners based on the SY. 2023-2024.

Table 30 reveals that the highest proportion of Grade 5 learners for SY 2023–2024 achieved a Satisfactory level of academic performance (80–84%), comprising 47% (18 out of 38) of the pupils. This trend suggests a strong foundation of academic ability since almost half of the pupils regularly meet the requisite learning competencies. The concentration in this performance range highlights

not only the learners' sufficient academic engagement but also the presence of important individual traits such as motivation and self-discipline—both of which, as Slavin (2021) and Mwaura et al. (2019) explain, are strong predictors of positive academic behavior and consistent progress.

Table 30. *The Academic Performance of the Grade 5 Learners based in the SY. 20232024*

<i>Academic Performance</i>	<i>F</i>	<i>%</i>
Outstanding (90-100%)	7	19
Very Satisfactory (85-89%)	13	34
Satisfactory (80-84%)	18	47
Fairly Satisfactory (75-79%)	0	0
Did Not Meet Expectations (Below 75)	0	0
Total	38	100%

While the presumably low standard deviation, probably resulting from the absence of extreme outliers on either end, reveals a close clustering of scores around the average, the mean score of the group further confirms the consistency in learner performance. This suggests homogeneity in performance and may reflect a learning environment where disciplined academic support systems and good study practices (Khatony et al., 2019) are consistently followed. Learners in this category not only perform reasonably but also maintain academic stability, which is essential for ongoing development and advancement.

On the other side of the range, the categories "Fairly Satisfactory" (75–79%) and "Did Not Meet Expectations" (below 75%) show a 0%. This remarkable outcome demonstrates that none of the pupils dropped below the required level, which is a clear indication of classroom success in addressing academic underperformance. Effective teaching strategies, good classroom management, and a friendly school climate could help to explain this lack of results. While Kapur (2018) emphasizes the need for classroom management to lower distractions and promote a targeted learning environment, Kraft and Blazar (2020) underscore how effective teaching improves not only learner understanding but also engagement. Furthermore, programs connected to social-emotional learning (SEL), as highlighted by Oberle and Schonert-Reichl (2019), can help provide emotional stability and mental preparation for learning, thereby indirectly improving academic performance.

With a high mean and low standard deviation, the general trend indicates a balanced and inclusive academic environment, where most pupils are working at a relatively similar and competent level, thereby minimizing differences in pupil performance. Echoing the points of view of Schunk and DiBenedetto (2020) and Lazowski and Hulleman (2021), these points to the beneficial interaction of learner motivation, teacher direction, and systematic assistance. The low variance in scores suggests that pupils have equal opportunities and sufficient scaffolding, thereby lowering the likelihood of marginalization or learning gaps.

Finally, the information in Table 30 not only demonstrates that most pupils in Grade 5 are performing at a decent level or above, but also highlights the effectiveness of the current academic and psychological approaches in use. Promoting learner-centered approaches, focused motivating tools, and well-managed instructional frameworks, ensuring that every pupil stays on the path of continual academic advancement and holistic development, is essential to sustain and improve this favorable trend.

Table 31 presents the academic performance of the grade 6 learners based on SY. 2023-2024.

Table 31. *The Academic Performance of the Grade 6 Learners based in the SY. 20232024*

<i>Academic Performance</i>	<i>F</i>	<i>%</i>
Outstanding (90-100%)	6	14
Very Satisfactory (85-89%)	14	34
Satisfactory (80-84%)	22	52
Fairly Satisfactory (75-79%)	0	0
Did Not Meet Expectations (Below 75)	0	0
Total	42	100%

More than half of the class regularly met the expected learning standards, according to the data, which shows that most of the Grade 6 pupils (52%) attained an academic performance within the "Satisfactory" range (80–84%). This dominant category implies that, although they do not surpass expectations, many pupils possess the fundamental skills required to advance academically. The percentage also allows for inferences about the mean, which would probably be in the lower 80s, and the standard deviation, which might be rather moderate, implying that learner performance usually clusters around this average.

This type of distribution aligns with results from numerous studies that connect study behavior and learner performance to intrinsic motivation. Academic performance is significantly influenced by motivation, as claimed by Slavin (2021) and Mwaura et al. (2019). Moderately motivated pupils often want to meet the criteria but may lack the will to surpass them. As the current data show, this modest degree of participation typically yields satisfactory but not exceptional results.

Moreover, as stressed by Khatony et al. (2019), the frequency of pupils in this category can also be ascribed to the presence of suitable

study habits. Although pupils in this range follow regular learning strategies, maintain consistent attendance, and exhibit acceptable engagement, they may not yet have developed the advanced strategies or strong motivation necessary to reach higher performance bands. Their success highlights the need for consistent practice and organized support, as it demonstrates a degree of discipline and dedication that enables them to fulfill academic expectations.

The concentration of pupils falling into the “Satisfactory” range essentially suggests a balanced but wary academic profile for the class. Although this suggests little intellectual risk, it also suggests unrealized potential that could be developed with focused interventions, including individualized instruction, motivational enhancement, and the acquisition of advanced study skills. The concept advocates for constant encouragement and assistance techniques to help pupils surpass merely acceptable performance toward higher levels of success.

Table 32 presents a summary of the academic performance of the intermediate learners based on the SY. 2023-2024.

Table 32. *Summary of the Academic Performance of the Intermediate Learners based in the SY. 2023-2024*

<i>Academic Performance</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>
Outstanding (90% and above)	8	7	6
Very Satisfactory (85-89%)	14	13	14
Satisfactory (80-84%)	18	18	22
Fairly Satisfactory (75-79%)	0	0	0
Did Not Meet Expectations (Below 75)	0	0	0
Total	40	38	42

The table presented the academic performance of the intermediate learners in Grades 4, 5, and 6 for SY 2023-2024. With 18 learners each in Grades 4 and 5 and 22 learners in Grade 6, the academic performance data of intermediate learners in Grades 4, 5, and 6 for SY 2023–2024 shows a consistent and encouraging trend: the “Satisfactory” category (80–84%) holds the highest proportion of pupils across all three grade levels. This dominant performance level implies that most pupils are rather consistently meeting the required academic competencies. While the standard deviation indicates a modest dispersion, suggesting that most pupils performed near the average with only a few deviations, the corresponding mean scores likely lie around the lower 80s.

This trend substantially confirms the results of past studies, which stress the role of motivation, cognitive capacity, and self-discipline in shaping learners’ performance. Stronger cognitive engagement, as noted by Mwaura et al. (2019), is often associated with consistent academic performance. Liang (2020) also emphasized the importance of self-discipline as a key driver of sustained concentration and productivity in academic work. The constant presence of pupils in the Satisfactory bracket emphasizes that many pupils across these grades exhibit sufficient but not exceptionally high degrees of motivation and study habits, which enable them to meet but not significantly surpass performance standards.

These outcomes also reflect broader scholarly perspectives. Researchers such as Schulz (2021) and Schunk & DiBenedetto (2020) emphasize that learner success is primarily driven by motivation, both internal and external. Complementing this, Khatony et al. (2019) have demonstrated that pupils with orderly and disciplined study habits are more likely to maintain appropriate academic levels. The large proportion of pupils in this category suggests that families and institutions may already be providing fundamental structures of support. However, there is still room for methods that increase motivation and improve performance toward higher categories.

By contrast, the lowest performance range in the table—the “Fairly Satisfactory” category (75–79%) showed 0% representation in all three grade levels. This absence is noteworthy and implies that none of the pupils are performing slightly above the minimum threshold, which is a good result. This can be ascribed to good home and school academic support systems. Family participation and supportive parenting are crucial for academic performance, according to Briones et al. (2022) and Wilder (2014), particularly through the use of emotional encouragement and enabling learners to develop responsibility and persistence. The seeming eradication of underperformance at this level could also reflect proactive educational environments, as Nwamadi (2022) describes, where structured learning systems and constant teacher-pupil contact encourage pupils to achieve academic excellence.

From “Satisfactory” to “Very Satisfactory,” the general performance distribution points to a rather well-performing cohort. The combined mean and standard deviation for the whole group likely indicate a relatively high degree of academic performance with minimal variation, suggesting equality in learning opportunities and the presence of strong foundational education. While Kraft and Blazar (2020) noted that good education and engaging learning settings significantly enhance pupil performance, Slavin (2021) emphasized that sustained academic performance relies on developing both internal and extrinsic motivation. These points of view highlight the possibility for even more academic development if teaching methods continue to evolve and pupil-centered learning remains a top priority.

The table indicates a strong inclination toward acceptable academic performance, few learning gaps, and an encouraging absence of low-performing pupils. This result emphasizes the favorable effects of learner motivation, self-discipline, teacher effectiveness, and family involvement—qualities that, given consistent support and enhancement, might keep pupils rising into even higher academic performance levels.

Table 33 presents the significant relationship between the factors influencing the grade 4 level learners' academic performance.

Table 33. *Significant Relationship Between the Factors Influencing the Grade 4 Level Learners' Academic Performance*

Factors	Profile	C	p-value	Decision	Interpretation
Individual	Academic Performance	0.838	0.389	Do not reject Ho	Not Significant
School		0.861	0.049	Reject Ho	Significant
Teacher		0.868	0.101	Do not reject Ho	Not Significant
Peer		0.880	0.098	Do not reject Ho	Not Significant
Family		0.888	0.024	Reject Ho	Significant

P-value < 0.05 = Reject Ho

Table 33, with p-values of 0.049 and 0.024, demonstrates that school and family variables have a statistically significant link with the academic performance of Grade 4 pupils. These results confirm that a loving school environment and active family participation much shape learner outcomes at the elementary level. Young pupils require a school environment that fosters structure, safety, and encouragement, providing the psychological and intellectual foundation necessary for success. Supported by Shao et al. (2024) and Kapur (2018), good educational environments—characterized by adequate resource availability, clear expectations, and supportive teacher-student interactions—enhance learning processes and outcomes.

Likewise, it is impossible to overestimate the value of family participation. The low p-value linked with family factors validates that parental support and involvement are essential drivers of motivation, discipline, and consistency of learning. Studies by Filade et al. (2019) and Rahmi and Indarti (2019) highlight how family support, aid with homework, and reinforcement of educational values help pupils create solid study habits and a favorable attitude toward school. These results suggest that the performance of Grade 4 pupils is closely related to the level of cooperation between the home and the school, emphasizing the importance of continually improving school-family relationships to support academic progress.

Academic performance at this grade level was not shown to be substantially linked, in contrast to individual ($p = 0.389$), teacher ($p = 0.101$), and peer factors ($p = 0.098$). Although these factors are generally agreed to be crucial for learning, their influence at this developmental level may be more indirect or latent. Although important, personal qualities such as motivation, self-discipline, and independent study habits may not yet be fully developed or utilized efficiently by younger pupils, whose autonomy in learning is still developing.

Similarly, although teachers play a major role in education, the data indicate that their influence alone may not provide notable increases in academic performance without the reinforcing systems given by the school and family. This finding is consistent with the results of Kraft and Blazar (2020), who emphasized that active parental involvement and a suitable learning environment significantly enhance the effectiveness of teaching approaches.

While often important for cooperation and social learning (Filade et al., 2019; Shao et al., 2024), peer variables have little impact on Grade 4 academic performance. Peer effects often become more noticeable in higher grade levels as pupils are more socially conscious, and cooperative learning becomes more cognitively interesting, as Geiger and Pivovarova (2019) noted. In early grades, meanwhile, peer connections are still developing, and their academic impact is still secondary to adult direction.

The results in Table 33 indicate that it is crucial to recognize that for Grade 4 pupils, outside support systems, particularly the family and school, are the most significant factors in academic success. Individual attributes, instructor roles, and relationships with peers remain important, but their effects tend to shift over time. Therefore, building strong school-family ties should be given top priority for younger pupils, as these will set the foundation for continuous academic growth in the years to come.

Table 34 presents the significant relationship between the factors influencing the academic performance of grade 5 learners.

Table 34. *Significant Relationship Between the Factors Influencing the Grade 5 Level Learners' Academic Performance*

Factors	Profile	C	p-value	Decision	Interpretation
Individual	Academic Performance	0.875	0.615	Do not reject Ho	Not Significant
School		0.893	0.031	Reject Ho	Significant
Teacher		0.903	0.015	Reject Ho	Significant
Peer		0.865	0.256	Do not reject Ho	Not Significant
Family		0.878	0.806	Do not reject Ho	Not Significant

P-value < 0.05 = Reject Ho

The findings in Table 33 reveal that, among the five examined factors, with p-values of 0.031 and 0.015, respectively, both below the standard significance threshold of 0.05, only school and teacher-related variables show a statistically significant relationship with the academic performance of Grade 5 learners. These results strongly suggest that teacher quality and the school environment shape academic outcomes at this grade level.

The importance of the teacher component corresponds with the work of Sheridan et al. (2022), who underlined that teachers are crucial

for both the intellectual and personal development of their pupils. Deeper knowledge, engagement, and good and responsive teacher-pupil interaction help to create academic success, which in turn motivates. Khan and Golder (2021) emphasized the importance of teacher attentiveness, clarity in instruction, and emotional support in helping pupils perform well. Further supporting the significant influence of teaching quality were Kraft and Blazar (2020), who confirmed that highly successful teachers not only improve test results but also have a favorable impact on pupil involvement and attitudes toward learning. Delfino (2019) also claimed that teachers who demonstrate topic mastery and care for their pupils' unique needs increase motivation and achievement, thereby demonstrating how directly a teacher's knowledge and empathy affect the academic conduct of their pupils.

Regarding school factors, the results also reflect the observations of Özgenel and Mert (2019), who observed that an efficient school environment—characterized by strong leadership, resource availability, clear expectations, and a culture of excellence—supports academic success regardless of the learners' social or financial background. This implies that pupils are more likely to flourish when universities design systems that support learning and offer both intellectual and emotional safety.

Conversely, as their *p*-values passed the 0.05 level, individual, peer, and family factors did not produce statistically significant links with academic success. Although this outcome may seem to contradict earlier studies, it does not diminish the more general theoretical and practical relevance of these factors.

For instance, individual factors such as internal drive, tenacity, and study habits, though not statistically significant in this specific sample, are repeatedly correlated in the literature with academic performance. Especially when pupils grow more autonomous, Slavin (2021) and Lazowski and Hulleman (2021) have underlined that internal motivation and self-regulated learning are fundamental drivers of success. These qualities, however, may still emerge at the Grade 5 level and therefore may not yet exhibit significant quantitative effects.

Likewise, although it was found to be negligible in this sample, the peer factor remains a significant contextual influence. Studies by Shao et al. (2024) and Filade et al. (2019) showed that peer support and collaborative learning can improve academic performance, particularly when peers exhibit good academic behavior. Nevertheless, peer impact can also differ significantly depending on group dynamics, degree of maturity, and peer quality, which helps to explain the lack of relevance in this situation.

Finally, although theoretically and practically important in many educational studies (Afolabi, 2019), the family factor likewise lacked a statistically significant impact in this study. One theory suggests that by Grade 5, pupils may start to feel more academically independent, relying more on school-based systems and teacher support than on direct parental participation. Variability in the quality and consistency of family support could also have lessened the observable influence in the research.

These results highlight, in general, the important role teachers and the school environment play in determining Grade 5 academic performance. Although personal, peer, and family factors are still theoretically significant, actions that strengthen school culture and improve teacher performance could yield more immediate and quantifiable academic results. These findings suggest a strategic opportunity for education stakeholders to prioritize professional development, teacher mentoring, and school-based reforms to maximize pupil outcomes.

Table 35 presents the significant relationship between the factors influencing the academic performance of grade 6 learners.

Table 35. *Significant Relationship Between the Factors Influencing the Grade 6 Level Learners' Academic Performance*

Factors	Profile	C	<i>p</i> -value	Decision	Interpretation
Individual	Academic Performance	0.514	0.521	Do not reject Ho	Not Significant
School		0.552	0.303	Do not reject Ho	Not Significant
Teacher		0.536	0.392	Do not reject Ho	Not Significant
Peer		0.640	0.086	Do not reject Ho	Not Significant
Family		0.584	0.151	Do not reject Ho	Not Significant

P-value < 0.05 = Reject Ho

This result implies that, within the framework of this research, these typically powerful factors may not be the primary determinant of educational outcomes. Although motivation, study habits, and self-regulation are generally accepted in literature as essential to learning achievement, the lack of significance here implies that additional, unmeasured variables or external circumstances might be overshadowing their importance for the individual components. Jayanthi et al. (2014) cited Mlambo (2008), which aligns with this. They concluded that there was no strong link between different learning styles and academic performance. This suggests that the way someone learns does not always affect their grades. These results suggest that other factors might be more important than personal learning preferences in determining pupils' performance and that they might not be very strong.

When it comes to the teacher factor, we know that the quality of education, teaching methods, and professional development can all affect pupil outcomes. However, the fact that the results were not significant suggests that these factors may need more targeted improvement or consistent use to show any benefits. Medado and Andales (2025) found no strong association between the relationship between a pupil and a teacher and academic success. They support this by saying that the instructor's role, while important, may not directly predict a pupil's success without considering other factors. Likewise, the lack of relevance of the school component aligns

with the results of Medado and Andales (2025), which indicate that classroom environment factors, including ventilation and assistance, have no appreciable influence on academic performance. This emphasizes the complexity of institutional effects on learning outcomes, as it implies that a well-maintained physical environment or supportive climate by itself does not guarantee greater academic performance.

Though generally a strong social component in educational settings, peer influence did not exhibit any statistically significant impact in this study. Mosha (2017) emphasized that peer influence among teenagers varies significantly, depending on the pupil's attitude and susceptibility to peer behavior. While some pupils may be sensitive to negative influences, others are open to peer positive reinforcement. Peer influence thus depends on the particular social situation and individual responses, which may explain its nonsignificant effect in this study; it is neither inherently good nor inherently negative.

Finally, family factor—typically including parental participation, emotional support, and socioeconomic level—showcased no appreciable influence in this study. This result aligns with Tahir and Naqvi (2006), who, according to Singh et al. (2016), discovered an unexpected negative association between family income and academic performance, suggesting that increased family wealth does not always translate into improved academic success. They also noted that parental educational level is a more significant socioeconomic factor. This implies that although a family's emotional and educational support usually improves performance, financial capacity alone may not yield the same favorable effects.

In general, although individual, school, teacher, peer, and family factors are typically regarded as essential determinants of academic performance, their lack of significance in this study highlights the need for further research. Future research could benefit from a larger sample size that includes additional factors, such as mental health, community environment, and access to learning resources, as well as a combination of methods to capture the complex interplay between these factors. Such initiatives would expand knowledge and enable the identification of the actual factors influencing pupils' academic results in related environments.

Table 36 summarizes the significant relationship between the factors influencing the academic performance of intermediate learners.

Table 36. *Summary of Significant Relationship between the Factors Influencing the Intermediate Learners' Academic Performance*

Factors	Profile	C	p-value	Decision	Interpretation
Individual	Academic Performance	0.718	0.769	Do not reject Ho	Not Significant
School		0.728	0.273	Do not reject Ho	Not Significant
Teacher		0.760	0.080	Do not reject Ho	Not Significant
Peer		0.730	0.554	Do not reject Ho	Not Significant
Family		0.739	0.707	Do not reject Ho	Not Significant

P-value < 0.05 = Reject Ho

The research's primary goal is to identify the factors that influence the academic performance of intermediate learners at Pili Elementary School, Division of Surigao del Norte. The purpose of this research is to identify the factors influencing the academic performance of intermediate learners at Pili Elementary School, Surigao del Norte, and to develop and implement interventions that enhance pupils' learning, including tutorials and counseling. Thus, this analysis used the quantitative descriptive-correlational approach to define the respondents' profile and assess the relationship between the identified factors and their academic performance. Ultimately, the findings of this research aim to provide insights into which factors significantly influence academic performance and to serve as a basis for future educational interventions in similar rural learning environments.

Conclusions

The study revealed that the individual, teacher, school, peer, and family factors are all influential in the academic performance of learners. It was found that the sex distribution varied across grade levels, with a higher number of males in Grade 4 and more females in Grades 5 and 6, highlighting the need for sex-responsive learning policies. The enrollment size per class was within a manageable range, allowing teachers to provide targeted interventions.

Grade 4 learners were mostly affected by individual and family factors, while Grade 5 learners were affected by teacher factors, and Grade 6 learners showed the presence of all five factors, with no single factor dominating. Peer factors had the least influence overall but remained relevant.

While all grade levels performed at a satisfactory level, the findings also showed that Grade 6 had the fewest pupils performing at the "Outstanding" level, indicating a need for enrichment programs tailored to their needs.

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