Research Article

Factors Affecting the Academic Performance of Grade 6 Learners in Buguias, Benguet, Philippines

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ABSTRACT

Assessing the 217 grade 6 learners, this study determined the extent to which various factors relate to and influence the academic performance of learners across different profiles and contexts in Buguias, Benguet. It utilized descriptive-comparative and correlational research design, which employed both descriptive and inferential statistics, including mean, independent t-test, one-way ANOVA, and Pearson Correlation Coefficient ®, to analyze the data. The findings indicate that Grade 6 learners experience much challenge across socio-economic, psychological, and environmental factors. Additionally, the level of challenge on the factors affecting the grade 6 learners' academic performance differs across the two clusters. Grade 6 learners in Buguias district exhibit a very satisfactory level of academic performance, reflecting their resilience, dedication, and strong learning capabilities. Regardless of the cluster, Grade 6 learners demonstrate a consistent level of academic performance, highlighting shared challenges and influencing factors. Moreover, in cluster 1, the socio-economic and psychological factors pose significant challenges that impact the academic performance of Grade 6 learners. However, environmental factors do not appear to influence their performance. On the other hand, in Cluster 2, socio-economic factors affect learners' academic performance, while psychological and environmental factors do not have a notable impact. These findings suggest that tailored interventions are necessary for different school clusters, particularly in addressing the socio-economic and psychological challenges that hinder academic performance.

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1. INTRODUCTION

Learners' academic performance plays paramount importance in every educational system since it reflects the quality of education (Gruspe-Taberdo & Benedictos, 2019) and plays a crucial role in obtaining further educational opportunities (Li & Qiu, 2018). Academic fulfillment in the elementary years is critical as it reflects learners' interest, motivation, and success in learning (Tejones, 2020).

With the increasing number of Grade 6 learners, it is vital to examine the factors that may affect their academic performance. Socioeconomic status, curriculum, institutional, and sociodemographic elements have been identified as important influences (Şirin & Gupta, 2015). However, the relationship among these factors is complex, involving social, psychological, environmental, and personal dimensions (Carlisle & Murray, 2015). Consequently, understanding these influences is essential to implementing effective strategies that ensure equitable learning opportunities for all.

Global research reflects the significance of varied contextual elements. In Ethiopia, Lemessa (2015) emphasized the role of teacher quality, parental involvement, and school infrastructure. In Pakistan, Ullah and Almani (2022) identified insufficient resources, lack of skilled teachers, and poor school management as major issues. Mbah (2020) in Cameroon pointed to the effects of school bullying, while Ozcan (2021) in Turkey highlighted family education, school management, and the school environment as determinants of student success. Li and Qiu (2018) in China stressed the strong impact of family background and SES, particularly in urban areas, while Bastola (2021) in Nepal underscored the importance of motivation, prior knowledge, and peer learning in Mathematics performance.

In the Philippines, Dulnagon and Dalunag (2019) revealed that socio-economic status, absenteeism, and parental guidance were key determinants of Grade 6 performance, while Gruspe-Taberdo and Benedictos (2019) emphasized school- and teacher-related influences. Enero (2020) noted that parental educational attainment, occupation, and income shape learners' outcomes, with those from lower SES families often disadvantaged. Similarly, Tejones (2020) found that limited access to internet connectivity, computers, and gadgets contributed to weaker assessment results. Villaran (2023) stressed the importance of learning environment, study habits, and peer influence, while Piamonte and Ventura-Escote (2023) highlighted the critical roles of teacher delivery, parental participation, and learner engagement after the COVID-19 pandemic.

Research indicates that socio-economic status (Li & Qiu, 2018; Dulnagon & Dalunas, 2019), absenteeism (Dulnagon & Dalunas, 2019), inadequate learning materials (Ullah & Almani, 2022), and parental guidance (Lemesaa, 2015) significantly influence academic outcomes. Additionally, elements such as games and amusement (Tejones, 2020), poor study habits (Villaran, 2023), and lack of interest in lessons have been identified as contributing factors to low academic performance. These findings suggest that both in-school and out-of-school factors play crucial roles in shaping learners' academic success.

Despite these insights, a practical gap remains in effectively addressing these issues, as evidenced by the recent Division Achievement Test (DAT) results in the Philippines, which reveal significant disparities in student performance across regions and subjects. This underscores the necessity for targeted interventions that consider the unique socio-economic and cultural contexts of learners in specific areas like Buguias, Benguet. Implementing community-specific strategies that involve parental engagement, improvement of study habits, and mitigation of absenteeism could bridge this gap and enhance overall academic performance.

Overall, the aforementioned recent literature underscores a multifaceted interplay of variables influencing student outcomes. Key determinants include socioeconomic status, parental involvement, teacher effectiveness, school resources, and community support. Socioeconomic challenges such as poverty and limited access to educational materials adversely affect learners' performance, while strong parental engagement and supportive home environments correlate positively with academic success. Effective teaching practices and adequate school facilities further enhance learning experiences. Additionally, the role of cultural factors and community involvement in education emerged as significant, highlighting the need for a holistic approach to address academic disparities. Therefore, targeted interventions addressing these diverse factors could significantly improve educational outcomes for Grade 6 learners in this region.

2.1. Conceptual Framework

This study is based on the study of Ormilla (2022) who have attempted to determine the pupils-related factors in the academic performance of public elementary pupils of Alfonso Lista District, Ifugao, Philippines. The study is pertinent for the current study inasmuch as it determines the factors influencing the performance of Grade 6 pupils in Buguias, Benguet. It is, indeed, most likely that Ormilla's findings were able to identify insights on a variety of factors, including socioeconomic position, parental participation, teaching tactics, and learning settings, pertaining to which the educational outcome of learners from Buguias may be affected. With Ormilla's results, the current study gains a foundational understanding of the various factors that shape educational achievement, enabling the researcher to modify interventions, guidelines, and learning strategies successfully to meet the specific needs of grade 6 learners in Buguias. In addition, in-depth insight into local differences was provided. Also, the varied impact of local contexts on academic attainment was shared with the larger conversation of helping improve equal access to education and satisfaction across multiple communities, specifically local to the area of the Philippines.

To examine carefully the factors affecting the grade 6 learners' academic performance, this study takes into consideration the three significant dimensions such as socio-economic factors, psychological factors, and environmental factors. Socio-economic factors are financial and social conditions that allow members of a community to have resources and support systems for Grade 6 pupils in Buguias, Benguet to perform scholastically. It encompasses not only the most effective profits, but additionally the instructional attainment of the learners' parents/ guardian, economic stability, family length, and social elegance. These are the common elements that can

affect the academic achievement of children. This underscores the relationship of these socio-economic variables to be determined so that a scenario can be designed and focused interventions can be identified. Socioeconomic-related factors provide an avenue to explain the multi-influencing factors of academic achievement among Grade 6 pupils of Buguias, Benguet. At some schools, in particular in a public school, some learners go to school with an empty stomach without cash to buy food, which diminishes a learner's potential to concentrate during classes and remember information. The distance of the learners' homes from the school additionally influences their attendance. Some learners who stay a long way away from schools have difficulties going to school due to the fact they don't have any cash for the fare. A learner's attentiveness and motivation are additionally lower due to their physical look; as an example, a child is handiest carrying a worn-out uniform and slippers since his or her own family can't have enough money to shop for a new one.

In the context of this study, psychological factors encompass mental and emotional components supposedly having an influence on behaviors and cognitive processes. This study finds them relevant as they explain the complex interrelationship of the emotions, cognition, and academic performance among Grade 6 pupils in Buguias, Benguet. They provide insights on how internal states such as motivation, self-esteem, and stress can affect learners' abilities to learn and succeed at the levels of performance. For example, self-efficacy has been credited with positive academic performance, whereas anxiety is seen to play the role of a negative hindrance toward learning progress. Other factors in the determination of academic outcomes for learners are resilience and perseverance. These are psychological dynamics that underlie the multifaceted nature of academic achievement and the need for comprehensive support systems in academic settings.

Environmental factors refer to external conditions or elements that may have an impact on the academic performance of Grade 6 pupils in Buguias, Benguet. These factors include physical surroundings, the socio-economic status of the family, family setting, accessibility to material and psychological support, and community support. Such knowledge will be important in understanding the dynamics of academic achievement within the aforesaid population. For example, the positioning of schools close to pollutants, such as factories or highways, could result in students experiencing health and distraction problems, hence a lack of learning. Socioeconomic factors like household income or the level of parents' education can come in to ensure that enough resources and support for effective education at home are provided. Further, community involvement in educational activities helps create a conducive learning environment for better performance of the learners.

Moreover, the academic performance of grade 6 learners refers to the measurement of what they have achieved in various subjects in school that could be assessed through their grades, standardized test scores, and class appraisals. It consists of the ability to understand and apply knowledge, critical thinking skills, and intellectual development within the framework of schooling in the sixth grade. Examining the academic performance of sixth-grade learners is significant as

it provides insight on the effectiveness of teaching approaches and learning settings. This allows educators and policymakers in identifying the several strengths and weaknesses of the curriculum, teaching techniques, and mechanisms put in place to support learners. With such an understanding at hand, they can conduct target interventions to grow those areas in which there are deficiencies. Moreover, it supports the ability to recognize the differing needs of students so that all learners are provided with needed resources and supported to succeed in class. This in effect makes such evaluations crucial in creating a culture of improvement and realizing educational equity.

In conclusion, recognizing how these various factors affect the academic performance of grade 6 learners play a fundamental role in creating effective educational strategies that are important in empowering the learners with knowledge in the learning processes. For example, stakeholders can easily identify and analyze socio-economic status, involvement of parents, quality of teaching, and learning environments in order to develop appropriate interventions in relation to the various issues confronting these students. Such a generalized, all-encompassing approach is targeted not only toward improving better academic outcomes for the individual student but also at building a mutually supportive and just educational realm. Finally, it is these sorts of understandings that work to fulfill the greater objective of incrementally increasing educational quality and ensuring that all learners at least have the ability to attain an acceptable level of education.
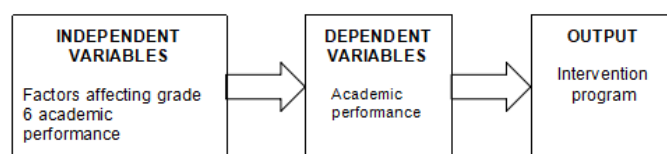
Figure 1. Paradigm of the Study

1.2. Research Questions

The purpose of this study is to identify the factors affecting the academic performance of the grade 6 learners in Buguias, Benguet. It also determined effective intervention programs to improve the academic performance of the learners. Specifically, it sought to answer the following questions:

1. What is the level of challenge on the factors affecting the grade 6 learners' academic performance in terms of:
    a. Socio-economic factors;
    b. Psychological factors; and
    c. Environmental factors?
2. Is there a significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster?
3. What is the level of the academic performance of the Grade 6 learners?
4. Is there a significant difference in the level of the academic performance of the Grade 6 learners when grouped by cluster?
5. Is there a significant relationship between the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of their academic performance?
6. What is the proposed intervention to improve the academic

performance of the Grade 6 learners?

1.3. Null Hypotheses

The following null hypotheses were advanced as a result of the proceedings:

1. There is no significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster.

2. There is no significant difference in the level of the academic performance of the Grade 6 learners when grouped by cluster.

3. There is no significant relationship between the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of their academic performance.

2. LITERATURE REVIEW

2.1. Socio-Economic Factors

Socio-economic conditions strongly shape learners' academic opportunities and performance. Children from low-income households often juggle multiple burdens beyond their studies, including household chores, caregiving, and part-time work, all of which limit their time and energy for schoolwork (Wichmann, 2019; Emmanuel, 2015). Enero (2020) observed that financial insecurity fosters insecurity among learners, widening achievement gaps. The absence of digital resources such as computers or internet access further constrains learning, particularly in technology-reliant contexts (Tejones, 2020).

Parental education and involvement are equally influential. Dulnagon and Dalunag (2019) noted that weak parental supervision and frequent absenteeism correlate with poor performance. Meanwhile, Tran (2020) and Romero (2020) stressed that when parents supervise homework, attend school events, or collaborate with teachers, students are more likely to excel. However, financial instability often limits parents' ability to provide such support (Osaro-Martins, 2023). Still, schools and teachers can serve as equalizers. Gruspe-Taberdo and Benedictos (2019) emphasized that effective school practices and teacher support help counter socio-economic disadvantages, underscoring that poverty does not inevitably determine outcomes.

2.2. Psychological Factors

Psychological well-being plays a decisive role in academic performance. Learners often struggle with time management, procrastination, and distractions such as social media, which increase stress and reduce productivity (Ahmad, 2019; Brailovskaia, 2021; Alaika, 2020). Kapur (2019) highlighted how academic pressure, peer expectations, and self-doubt create emotional strain, especially during the transition to higher grade levels. These factors lower motivation and confidence, reducing learners' ability to persist through academic challenges.

On the positive side, supportive learning environments can nurture resilience. Cooperative learning encourages collaboration, boosting self-esteem and academic engagement (Gonzales & Torres, 2016). Teachers who serve as mentors and motivators foster stronger learner perseverance, mitigating the effects of stress and anxiety (Durisic & Bunijevac, 2017).

Rozman (2025) emphasized that while stress can derail academic progress, learners with effective coping mechanisms and motivation are more likely to sustain achievement. Howard (2021) similarly underscored that intrinsic motivation is a central predictor of student persistence and success.

2.3. Environmental Factors

Environmental factors, including both physical and social conditions, also influence student outcomes. Classrooms that are well-lit, ventilated, and equipped with adequate facilities create spaces where learners can focus and thrive (Che Ahmad, 2017; Ramli & Zain, 2018). In contrast, overcrowded rooms, noise, or poor temperature control disrupt concentration, leaving learners more concerned with physical discomfort than with lessons (Gilavand, 2016; Qureshi, 2023).

Beyond physical settings, the broader school climate is equally critical. Ryan and Deci (2016) argued that when learners feel safe and valued, they are more motivated and engaged. Lipata (2019) and Dichoco (2023) showed that positive school climates foster supportive relationships and enhance behavior and academic achievement. Similarly, collaborative approaches such as interactive groups and peer support increase participation and resilience (Zubiri-Esnaola, 2020; Dalimunthe, 2024). Villaran (2023) added that study habits and peer influence, when coupled with a supportive learning environment, significantly affect subject-specific outcomes like science performance.

2.4. Critique and Research Gap

Although existing studies consistently highlight the influence of socio-economic, psychological, and environmental factors on academic outcomes, several critical gaps remain. Much of the research isolates these variables, analyzing them separately rather than recognizing how they converge in real learners' lives. In practice, a child facing poverty often simultaneously experiences psychological stress and learns in under-resourced classrooms factors that interact and amplify one another. The lack of integrative analysis limits the usefulness of prior findings for designing holistic interventions.

Another gap lies in context. While international and urban-focused studies provide important insights, their findings do not always translate to rural settings like Buguias, Benguet, where learners often balance school with agricultural or domestic work, face limited digital access, and depend heavily on community networks. Current interventions frequently adopt generalized models that overlook these unique cultural and socio-economic conditions, resulting in policies and programs that fail to resonate with the lived realities of learners in marginalized areas.

Finally, while policy-level recommendations are common, there is a shortage of research that centers on the voices and experiences of Grade 6 learners themselves students at a critical juncture as they prepare for high school. The absence of learner perspectives creates a gap between theory and practice, as policies may not reflect the actual struggles and coping strategies students employ daily.

This study addresses these gaps by examining the interplay of socio-economic, psychological, and environmental factors simultaneously, while grounding the analysis in the localized

realities of Grade 6 learners in Buguias, Benguet. By capturing both the challenges and the resilience strategies of learners in this context, the study generates evidence for interventions that are not only targeted but also culturally relevant and responsive to the needs of rural communities.

3. METHODOLOGY
This section presents the research design, the research environment, the respondents of the study, the data gathering procedure, the data gathering instrument, and the statistical treatment.

3.1. Research Design
A quantitative-correlational and comparative research design were employed in this study to identify the factors affecting the academic performance of Grade 6 learners in Buguias, Benguet. Quantitative-correlational research design is a method used to explore the relationship between two or more variables without the researcher controlling or manipulating any of them (Creswell & Creswell, 2018). It entails accumulating data to observe the existence of relationships and the extent of variables, which may be used for hypothesis testing. Focusing on this study, quantitative-correlational is significant as it identifies and measures the relationships between factors affecting the performance of the grade 6 learners and their academic achievement, presenting data-driven insights for focused instructional interventions. Moreover, to gather data from the respondents, an adapted survey questionnaire will be used. Descriptive and inferential statistics were also utilized to analyze the data gathered.

3.2. Research Environment
This study was conducted in Buguias, Benguet. Specifically, in the elementary schools such as Amlimay Integrated School, Kimpit Elementary School, Naytokyab Elementary School, Enggay Willie Bay-an Elementary School, Buguias Central School, Natubleng Elementary School, and Abatan Elementary School.

As to school category, Amlimay Integrated School, Naytokyab Elementary School, Engay Willie Bay-an Elementary School, Buguias Central School, and Kimpit Elementary School are small schools. On The other hand, Natubleng Elementary School and Abatan Elementary School are medium schools. Moreover, Buguias Central School and Naytokyab Elementary School have 7 teachers for K-6, which is adequate for the number of learners. Engay Willie Bay-an Elementary School and Kimpit Elementary School have only 4 teachers each for K-6, hence the schools adopted multigrade teaching. These factors have been identified influencing the academic performance of the learners. Whereas, Amlimay Integrated School is with 11 teachers for K-6 which indicates that the number of teachers is sufficient.

Based on the aforementioned factors, the researcher chose to conduct this study at the specified elementary schools to delve into the various factors affecting the academic performance of the grade 6 learners. Considering that the grade 6 learners are moving up to high school, there is a need to assess what demands teachers and school administrators must meet.

3.3. Research Respondents
The respondents were one two hundred seventeen (217) Grade 6 learners from the different elementary schools from Amlimay Natubleng, Abatan, and Poblacion, Buguais, Benguet. Complete enumeration was utilized to select the respondents. In this study, complete enumeration refers to the collection and detailed analysis of data from the entire population rather than a small sample group, with the aim of providing a fuller understanding of the phenomenon in the study area. The respondents must be grade 6 learners, enrolled from the specified elementary schools in the school year 2024-2025.

Table 1. Distribution of the Respondents

Clusters	Number of Respondents
Cluster 1	92
Cluster 2	125
Total	217

3.4. Data gathering Procedures
Before gathering the data from the respondents, the researcher sought approval from the educational authorities such as Schools Division Superintendent (SDS), Public School District Supervisor (PSDS), and school heads through formal letters. Since the respondents are learners, informed consent letters outlining the aim and purpose of the study were given to their parents seeking their permission for their children to participate in the study.

Upon approval from the educational authorities and parents, the researcher sets a schedule per school and personally goes to the schools to conduct the survey. The researcher asked the advisers to assist her during the survey to get comprehensive data. The same day the questionnaires were retrieved to avoid misplacement. Moreover, the researcher ensured confidentiality of the respondents' identity by not getting any personal information from the respondents such as name.

After securing all the survey questionnaires complete, the data were tabulated and submitted for statistical treatment, after which the researcher discussed the findings.

3.5. Data Gathering Instrument
This study used the adapted questionnaire from the study of Ormilla (2022) on the Socio-economic, Psychological, and Environmental Factors in the Academic Performance of Elementary Pupils of Alfonso Lista District, Ifugao, Philippines. The researcher opted to adapt the questionnaire used by Ormilla in his study considering that the aim of the study was in line with the aim of this study. Minor revisions were made from the questionnaire to suit the current study, such as crafting it with three main dimensions rather than specific dimensions, removing irrelevant items, and correcting typographical errors.

The questionnaire is composed of two parts: demographic profiles of the grade 6 learners and the factors affecting learners' academic performance. The first part asks for the demographic profiles of the grade 6 learners such as their school name, gender, and GPA. The second part assesses the

level of challenge on the factors affecting the grade 6 learners' academic performance in terms of socio-economic factors (10 items), psychological factors (14 items), and environmental factors (10 items). This part consists of thirty- four (34) items. Furthermore, the GPA (Grade Point Average) of the learners serves as secondary data. The GPA represents the numerical average of a learners' grades across all academic subjects. In this study, this holds enormous importance as it serves as an essential indicator in understanding the numerous factors influencing their academic overall performance.

3.6. Statistical Treatment
In analyzing the data, descriptive and inferential were used such as mean, independent t-test, one-way ANOVA, and Pearson Correlation Coefficient ®.

Mean was used to determine the level of challenge on the

factors affecting the grade 6 learners' academic performance in terms of socio-economic factors, psychological factors, and environmental factors, as well as the level of the academic performance of the Grade 6 learners.

Independent t-test and one-way ANOVA were utilized to analyze the significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of the academic performance of the Grade 6 learners when grouped by cluster.

Pearson Correlation Coefficient ® was employed to examine the significant relationship between the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of their academic performance.

Below is a five-point scale of interpretation used to determine the level of challenge on the factors affecting the grade 6 learners' academic performance.

Table 2. Five-point Scale

Scale Range	Statistical Limit	Description
4	3.26-4.00	Always a Challenge (AC)
3	2.51-3.25	Much of a Challenge (MC)
2	1.76-2.50	Not Much a Challenge (NMC)
1	1.00-1.75	Not at all a Challenge (NAC)

Table 3. Interpretation Table

Numerical Value	Grading Scale	Descriptor	Interpretation
5	90-100	Outstanding (O)	The learners' academic performance is far above standards.
4	85-89	Very Satisfactory (VS)	The learners' academic performance is above standards.
3	80-84	Satisfactory (S)	The learners' academic performance meets standards.
2	75-79	Fairly Satisfactory (FS)	The learners' academic performance is below standards.
1	Below 75	Did Not Meet Expectations (DNME)	The learners' academic performance is far below standards.

To determine the academic performance of the Grade 6 learners, the following interpretation table was employed.

4. RESULTS AND DISCUSSION
The discussions of the results of the study are presented in this chapter. This chapter also includes the presentation of the themes, subthemes and implications of the study.

Level Of Challenge On The Factors Affecting The Grade 6 Learners' Academic Performance in Terms of Socio-Economic Factors

This section presents the level of challenge on the factors affecting the grade 6 learners' academic performance considering their socio-economic factors, psychological factors and environmental factors.

4.1. Socio-Economic Factors
Table 4 presents the level of challenge on the factors affecting Grade 6 learners' academic performance in terms of socio-economic conditions.

The results revealed that learners from both clusters experienced much challenge with "having a lot of household chores", with mean scores of 2.36 and 2.73 and a combined mean of 2.55. Many students, particularly from low-income families, reported multitasking household duties such as cooking, cleaning, and childcare before and after school, leaving them little time for homework or rest. This heavy workload affects focus in class and creates stress in balancing home and school demands. Wichmann (2019) noted that excessive chores reduce leisure, increase absenteeism, and hinder school performance, while Emmanuel (2015) emphasized that such tasks are often unscheduled and time-consuming.

Conversely, learners in both clusters experienced the least challenge in being "the only child in the family", with mean scores of 1.67 and 1.62 and a combined mean of 1.65. These students benefit from undivided parental attention and resources, often showing confidence and better study conditions at home. However, they may face difficulties in collaboration and social adaptation.

Overall, socio-economic factors posed not much of a challenge, as shown by the combined mean score of 2.08 (Cluster 1 = 2.04; Cluster 2 = 2.11). Many students succeed through resilience, supportive home environments, and teacher interventions that help close learning gaps. Parents play a vital role by supervising homework, joining school activities, and motivating learners, ensuring that financial difficulties do not solely determine achievement. Research affirms that parental involvement significantly supports success (Osaro-Martins, 2023; Tran, 2020; Cusinato, 2020; Romero, 2020).

Table 4. Level of challenge on the factors affecting the grade 6 learners' academic performance in terms of socio-economic factors

A. Socio-Economic Factors	Cluster 1	Cluster 2	Combined	
	Mean	Mean	Mean	Descriptive Equivalent
1. I have brothers/ sisters who also go to school.	1.98	2.20	2.09	Much Challenge
2. I am the only child in the family.	1.67	1.62	1.65	Not Much Challenge
3. I am the only one who goes to school while my brothers/ sisters do not go.	1.74	1.74	1.74	Not Much Challenge
4. My parents earn enough money to send me to school and give me what I need.	1.97	1.62	1.79	Not Much Challenge
5. I live with a guardian (grandparents/uncle/aunt/ relative) because my parents are working far away.	1.84	1.85	1.84	Not Much Challenge
6. I need to work on weekends to support my needs.	2.36	2.28	2.32	Much Challenge
7. I have a lot of household chores.	2.36	2.73	2.55	Much Challenge
8. My family is experiencing financial problems.	2.23	2.36	2.29	Much Challenge
9. My family has time to help me with my homework and review my lessons in school.	2.24	2.45	2.34	Much Challenge
10. I am provided with gadgets (cell phone/laptop/ tablet) which I use for educational purposes.	2.10	2.30	2.20	Much Challenge
11. My parents have poor education so they cannot help me with my homework and school activities.	1.98	2.08	2.03	Much Challenge
Overall Mean	2.04	2.11	2.08	Not Much Challenge

4.2. Psychological Factors

Table 5 presents the level of challenge on psychological factors affecting Grade 6 learners' academic performance.

In Cluster 1, learners found "passing their project on time" most challenging (M = 2.96), often due to poor time management, distractions such as social media and games, and limited parental support. Many parents were unable to assist because of work schedules or lack of educational background. Ahmad (2019) noted weak time management skills among students, while studies by Brailovskaia (2021) and Alaika (2020) linked social media overuse to poor academic and social outcomes. Parents' limited time and capacity to support learning further intensified these difficulties (Benner, 2016; Fatonah, 2019; Durisic & Bunijevac, 2017).

In Cluster 2, the greatest challenge was "aiming for high scores and grades" (M = 2.99). Students reported pressure from personal drive, parental expectations, and competition with peers, often leading to stress, burnout, or diminished motivation.

On the other hand, Cluster 1 learners reported less difficulty in being "physically present but mentally absent" (M = 2.20), showing resilience through active participation and engagement. Cluster 2 learners also reported "having classmates share their homework" as not much of a challenge (M = 2.17). Cooperative work often helped reduce individual workload, though it raised concerns about genuine learning. Studies confirm that cooperative learning fosters confidence, communication, and teamwork (Gonzales & Torres, 2016; Lee, 2024).

Overall, psychological factors were considered much of a challenge, with a combined mean of 2.51 (Cluster 1 = 2.40; Cluster 2 = 2.62). Teachers noted issues with self-esteem, fear, and motivation, compounded by pressure from school demands

and peer comparison. Such challenges often reduce class participation and performance. Rozman (2025) highlighted that

stress, anxiety, and lack of motivation can disrupt functioning, leading to poor outcomes, low confidence, and test anxiety.

Table 5. Level of challenge on the factors affecting the grade 6 learners' academic performance in terms of psychological factors

B. Psychological Factors	Cluster 1 Mean	Cluster 2 Mean	Combined Mean	Descriptive Equivalent
I listen attentively to my teacher.	2.25	2.89	2.57	Much Challenge
I pass my project on time.	2.96	2.67	2.81	Much Challenge
I participate actively in discussion.	2.83	2.71	2.77	Much Challenge
I aim for high scores and grades.	2.42	2.99	2.71	Much Challenge
I am prepared to listen and learn.	2.32	2.88	2.60	Much Challenge
I am physically present but mentally absent.	2.20	2.34	2.27	Not Much Challenge
I study when it is needed and a test is approaching.	2.70	2.89	2.79	Much Challenge
I study my lesson when I get home from school.	2.53	2.74	2.63	Much Challenge
I spend less time on my friends and on my gadget to review my lesson.	2.41	2.50	2.45	Much Challenge
I have teachers that have good teaching skills and strategies which make me listen attentively.	2.21	2.69	2.45	Much Challenge
I have a teacher that guides and helps me whenever I have difficulties in understanding the lesson.	2.21	2.61	2.41	Much Challenge
I have a teacher that encourages me and serves as my second parent whenever I have problems with my studies.	2.26	2.66	2.46	Much Challenge
I am having a hard time understanding the teacher's explanation of the lesson.	2.27	2.48	2.38	Much Challenge
I have classmates that share their homework.	2.27	2.17	2.22	Much Challenge
I have classmates that always depend on me whenever there are tests, quizzes or homework.	2.27	2.36	2.32	Much Challenge
I want to spend most of my time with my friends rather than to study.	2.28	2.29	2.29	Much Challenge
Overall Mean	2.40	2.62	2.51	Much Challenge

4.3. Environmental Factors

Table 6 presents the level of challenge on environmental factors affecting Grade 6 learners' academic performance.

The greatest challenge reported was "getting headaches when it gets too cold or hot in school" with mean scores of 2.67 and 3.00 (combined = 2.84). Learners shared that hot classrooms caused dehydration, fatigue, and poor focus, while cold conditions made them uncomfortable and prone to illness, both affecting concentration. This highlights the importance of proper ventilation, temperature regulation, and flexible seating to support learning.

On the other hand, the least challenge was "concentrating despite belonging to a broken family" (M = 1.79 and 2.03, combined = 1.91). Many students reported coping through

strong support systems such as guardians, teachers, peers, and mentors. A positive and inclusive school environment helped them focus on academics, consistent with findings that conducive learning spaces increase motivation, collaboration, and confidence (Ryan & Deci, 2016; Che Ahmad, 2017; Dalimunthe, 2024; Zubiri-Esnaola, 2020; Qureshi, 2023).

Overall, environmental factors were not much of a challenge, with a combined mean score of 2.55 (Cluster 1 = 2.06; Cluster 2 = 2.44). Organized classrooms, supportive teachers, and positive school climate helped reduce external interference and encouraged adaptability among learners. Schools that promote safe, student-centered environments foster better academic achievement and relationships (Dichoco, 2023; Lipata, 2019; Ramli & Zain, 2018).

Table 6. Level of challenge on the factors affecting the grade 6 learners' academic performance in terms of environmental factors

C. Environmental Factors	Cluster 1	Cluster 2	Combined	
	Mean	Mean	Mean	Descriptive Equivalent
I live in a peaceful and quiet residence or place.	2.02	2.38	2.20	Much Challenge
I have sources of information and knowledge which are available in the place where I live (books, newspaper, computers, TV, radio, etc.).	2.08	2.22	2.15	Much Challenge
I live far from the school, so it is difficult to go there every morning.	2.27	2.54	2.41	Much Challenge
I can concentrate on my studies despite belonging to a broken family.	1.79	2.03	1.91	Much Challenge
I can concentrate on my studies despite some distractions such as noise.	1.88	2.78	2.33	Much Challenge
I have a school that is complete with facilities in which I can stimulate learning and be conducive for learning.	1.80	2.59	2.20	Much Challenge
I have a school that is exposed to solutions that can constitute health hazards.	1.83	2.38	2.10	Much Challenge
I have a school that is crowded and not well-lighted.	2.21	2.06	2.14	Much Challenge
I get headaches when it gets too cold or hot in our school.	2.67	3.00	2.84	Much Challenge
Overall Mean	2.06	2.44	2.25	Not Much Challenge

Summary of the level of challenge on the factors affecting the grade 6 learners' academic performance in terms of environmental factors.

Table 7 summarizes the level of challenge on socio-economic, psychological, and environmental factors affecting Grade 6 learners' academic performance.

The greatest challenge was psychological factors, with mean scores of 2.40 (Cluster 1) and 2.62 (Cluster 2), combined = 2.51. This reflects the critical transition students face academic pressure, peer influence, and emotional changes often lead to self-doubt, anxiety, and fear of failure. Kapur (2019) emphasized that stress, health issues, financial concerns, and exam pressure commonly hinder performance, lowering grades and participation.

By contrast, Cluster 1 showed the least challenge in socio-economic factors (M = 2.12). Stable family support, healthy meals, and access to medical care and enrichment activities allow learners to actively participate in class and gain confidence.

For Cluster 2, the least challenge came from environmental factors (M = 2.06). Larger schools generally provided well-equipped classrooms, proper ventilation, safe environments, and extracurricular opportunities. Positive school climate and organized facilities support better engagement (Dichoso, 2023; Canisius & Andala, 2022), though some studies note that classroom comfort alone does not guarantee higher achievement (Cuabo, 2024; Gilavand, 2016).

Overall, socio-economic, psychological, and environmental factors posed not much of a challenge (combined mean = 2.55; Cluster 1 = 2.06; Cluster 2 = 2.44). Economic stability, supportive teachers, and conducive school environments enabled students to cope with stress, focus on learning, and build resilience, creating a solid foundation for academic success.

Table 7. Summary of the level of challenge on the factors affecting the grade 6 learners' academic performance in terms of environmental factors

Dimensions	Cluster 1	Cluster 2	Combined	
	Mean	Mean	Mean	DE
A. Socio Economic Factors	2.07	2.12	2.09	Not Much Challenge
B. Psychological Factors	2.40	2.62	2.51	Much Challenge
C. Environmental Factors	2.06	2.44	2.25	Not Much Challenge
Overall Mean	2.18	2.39	2.28	Not Much Challenge

Significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster.

Table 8 presents the significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster.

As gleaned on the table, the computed p-value of 0.00 proves that there is significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster. Thus, the null hypothesis is rejected at a 0.05 level of significance. This implies that the level of

challenge on the factors affecting grade 6 learners academic performance is different across the two clusters. This may be attributed to the varying contextual realities experienced by teachers in their classrooms. Teachers explained that they frequently notice that students from various clusters hail from different socioeconomic statuses, which affect their learning resources and support systems. Differences in parental participation, community participation, and even school infrastructure also add to the variation in academic achievement. Other teachers mention that certain clusters face special issues like language or cultural differences that affect understanding and involvement.

Table 8. Significant difference in the level of challenge on the factors affecting the grade 6 learners' academic performance when grouped by cluster

Cluster	Mean	Level	t-value	p-value	Remark	Decision
Cluster 1	2.81	MC	-3.81	0.00	Significant	Reject Ho
Cluster 2	2.39	MC				

*p-value is significant at 0.05 level

4.4. Level of the academic performance of the grade 6 learners

Table 9 displays the level of the academic performance of the grade 6 learners. The findings revealed that both clusters demonstrated a very satisfactory performance as indicated by the mean performance of 87.48 and 87.84 respectively and with the overall mean performance of 87.66. This points to the strength of resilience, supportive systems, and adaptive learning techniques among students. In classroom contexts, most of these students succeed because of robust parental support,

committed teachers who offer differentiated instruction, and a school climate that supports motivation and engagement. Even where there are financial hardships in a household, students who are constantly encouraged and provided with set learning patterns achieve very high levels of responsibility and resilience. This attests that where education is meaningfully done and the learner is valued and encouraged, the potential of the learner exceeds obstacles, attesting that resilience and a caring environment are very vital to achieving in school.

Significant difference in the level of the academic performance of the grade 6 learners when grouped by cluster

Table 9. Level of the academic performance of the grade 6 learners

Cluster	Mean Performance	Descriptive Equivalent
Cluster 1	87.48	Very Satisfactory
Cluster 2	87.84	Very Satisfactory
Overall Mean	87.66	Very Satisfactory

Table 10 displays the significant difference in the level of the academic performance of the grade 6 learners when grouped by cluster.

The computed p-value of 0.49 validates that there is no significant difference in the level of the academic performance of the grade 6 learners when grouped by cluster. Therefore, the null hypothesis is accepted at a 0.05 level of significance. This implies that the level of the academic performance of the grade 6 learners across the two clusters is similar. This may be due to standardized curriculum, uniform teaching methods, and equal access to learning resources, either in the urban or rural areas. Furthermore, peer pressure and teacher quality have a great impact in filling possible gaps, so that learners from any cluster are able to attain the same academic performance.

Table 10. Significant difference in the level of the academic performance of the grade 6 learners when grouped by cluster

Cluster	Mean	Level	t-value	p-value	Remark	Decision
Cluster 1	87.48	Very Satisfactory	-0.69	0.49	Not Significant	Accept Ho
Cluster 2	87.84	Very Satisfactory				

*p-value is significant at 0.05 level

Significant relationship between the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of their academic performance

Table 11 shows the relationship between the level of challenge on socio-economic, psychological, and environmental factors and Grade 6 learners' academic performance.

In Cluster 1, significant relationships were found between socio-economic (r = -0.27, p = 0.01) and psychological factors (r = -0.26, p = 0.01) and academic performance, indicating small but meaningful effects. Environmental factors, however, showed no significant relationship (r = 0.04, p = 0.74). This suggests that limited resources and psychological conditions such as stress or lack of parental support affect performance, while learners

generally adapt to environmental challenges. Studies confirm that SES and family education strongly influence achievement (Tejones, 2020; Gobena, 2018; Munir, 2023), and psychological factors like motivation and anxiety also play critical roles (Howard, 2021).

In Cluster 2, only socio-economic factors showed a significant relationship with performance (r = -0.20, p = 0.03). Psychological (p = 0.55) and environmental (p = 0.60) factors were not significant, indicating that financial stability is the key determinant in this cluster. Seasonal income from farming often limits resources for school needs, while household responsibilities further affect focus. Still, resilience and teacher support help buffer against psychological and environmental

challenges. Prior research similarly underscores the strong impact of socio-economic status on academic outcomes (Reardon, 2013; Osaro-Martins, 2023).
Overall, the findings highlight that socio-economic conditions

consistently influence performance in both clusters, while psychological challenges are more evident in Cluster 1. Environmental difficulties appear less critical, as learners develop resilience and receive classroom support.

Table 11. Significant relationship between the level of challenge on the factors affecting the grade 6 learners' academic performance and the level of their academic performance

Cluster	Dimensions	Mean	r-value	p-value	Remark	Decision
Cluster 1	Socio-Economic Factors	2.07	-0.27	0.01	Significant	Reject Ho
	GWA	87.48				
	Psychological Factors	2.4	-0.26	0.01	Significant	Reject Ho
	GWA	87.48				
	Environmental Factors	2.06	0.04	0.74	Not Significant	Accept Ho
	GWA	87.48				
Cluster 2	Socio-Economic Factors	2.07	-0.2	0.03	Significant	Reject Ho
	GWA	87.84				
	Psychological Factors	2.4	-0.05	0.55	Not Significant	Accept Ho
	GWA	87.84				
	Environmental Factors	2.06	-0.05	0.6	Not Significant	Accept Ho
	GWA	87.84				

p-value is significant at 0.05 level

4.5. Proposed Intervention Plan
Mind Matters: Strengthening Psychological Resilience Among Grade 6 Learners

4.6. Rationale
Psychological well-being is an important factor in the academic achievement and well-being of learners. Yet evidence shows that Grade 6 students across both clusters in Buguias district are most challenged by this, which means the need for evidence-based interventions. Though other variables could impact their learning, psychological variables are the least important, and most of them fail to keep deadlines, for instance, to hand in projects on time, and have little motivation to try for better grades and scores. The intervention will seek to increase the psychological resilience of students through instilling a growth mindset, self-motivation, and development of capabilities to resist procrastination and poor academic goals. By prioritizing emotional well-being and mind-set change, the plan aims to enable learners to believe in themselves, grow more responsible,

and develop a positive learning attitude that will last them a lifetime.

4.7. General Objective
To enhance the psychological resilience and academic motivation of grade 6 learners, enabling them to overcome procrastination, set higher academic goals, and consistently meet deadlines for improved academic performance.

4.8. Specific Objectives
1. To instill a growth mindset in grade 6 learners, helping them understand that abilities and intelligence can be developed through effort and perseverance.
2. To develop strategies for effective time management and self-regulation, enabling students to submit projects on time and reduce procrastination.
3. To foster a culture of academic excellence by encouraging learners to set and achieve higher academic goals, boosting their motivation to aim for superior grades and overall performance.

Table 12. List of activities

Activities	Strategies	Performance Indicators	Time Frame	People Responsible
1. Growth Mindset	Conduct interactive sessions on growth mindset, discussing the importance of effort, perseverance, and learning from mistakes	Increased participation in discussions, positive feedback on mindset change through surveys.	July 2025	Classroom Teachers Learners
2. Time Management Training	Implement activities like creating a personal calendar or planner, goal-setting exercises, and using timers for project deadlines.	Learners submit projects on time, use planners effectively.	August 2025	Classroom Teachers Learners

3. Peer Motivation Groups	Form small groups where learners share their academic goals and encourage each other, fostering accountability.	Active participation in group discussions, setting and sharing academic goals.	Ongoing, weekly check-ins	Classroom Teachers Learners
4. Reward System for Goal Achievement	Establish a reward system for timely project submission and improvement in grades. Rewards may include certificates, recognition during school assemblies, or privileges.	Number of projects submitted on time, improvement in academic performance	Ongoing, review after each term	Classroom Teachers Learners
5. Reflection Journals	Have students maintain a journal where they reflect on their progress, set personal academic goals, and evaluate their time management skills	Consistent entries, self-reflection on improvement in goal achievement.	Ongoing, reviewed monthly	Classroom Teachers Learners
6. Parent-Teacher Partnership Meeting	Engage parents in the process by informing them of the intervention plan and encouraging them to support their children's time management and academic goals at home	Increased parent involvement in supporting students' time management and academic goals.	1 meeting per term	Classroom Teachers Parents

4.9. Monitoring and Evaluation

Progress will be monitored by using frequent feedback questionnaires by students and teachers, measuring improvements in goal-setting, time management, and general academic motivation. Performance indicators like on-time project submissions, participation in workshop sessions, and frequent planner use will be measured on a weekly basis. The effect of peer motivation groups will also be measured through class discussions and reflective writings by students. A mid-term review will offer a chance to modify strategies, whereas a terminal review at the end of the term will assess overall gains in psychological resilience and academic achievement.

5. CONCLUSION

1. The findings indicate that Grade 6 learners experience much challenge across socio-economic, psychological, and environmental factors.

2. The level of challenge on the factors affecting the grade 6 learners' academic performance differs across the two clusters.

3. Grade 6 learners in Buguias district exhibit a very satisfactory level of academic performance, reflecting their resilience, dedication, and strong learning capabilities.

4. Regardless of the cluster, Grade 6 learners demonstrate a different level of academic performance, highlighting shared challenges and influencing factors.

5. In cluster 1, socio-economic and psychological factors pose significant challenges that impact the academic performance of Grade

6 learners. However, environmental factors do not appear to influence their performance. On the other hand, in Cluster 2, socio-economic factors affect learners' academic performance, while psychological and environmental factors do not have a notable impact.

6. The intervention program is essential to improve the academic performance of the Grade 6 learners.

RECOMMENDATIONS

1. Schools and local government units need to work together in the setting up of a Holistic Learner Support Program. This can involve economic aid for poor students, counseling services for mental health, and community-based environmental education projects to have a more supportive learning environment.

2. School managers and policymakers can consider local assessments and interventions based on the unique demands of each cluster to have more effective assistance for learners with different levels of difficulties.

3. Schools and educators can consider perpetuating and deepening their current academic support programs and reward systems to additionally encourage students and enhance their resilience and commitment to learning.

4. Schools should establish consistent strategies that are inclusive of all students. They can include collaborative learning strategies, differentiated teaching, and teacher capacity development programs to respond to different academic requirements while ensuring high performance.

5. On Cluster 1, the schools may utilize financial education programs for family members and students' well-being projects to cushion socio-economic as well as psychological limitations. Concurrently, for Cluster 2, the drive ought to ensure better livelihood interventions as well as grants to facilitate family economic adversities, hence their continued pupils' participation as well as achievement.

6. The designed intervention program would qualify for fund in an endeavor to enhance students' academic attainment at Grade 6 level.

7. Future researchers are to carry out a longitudinal study that follows the long-term impacts of socio-economic, psychological, and environmental conditions on students' academic achievement. Enlarging the study to encompass other grades and qualitative feedback from parents and educators will create an in-depth view of changing challenges and opportunities for academic support programs.

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