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FACTORS AFFECTING ACADEMIC PERFORMANCE OF THE ELEMENTARY LEARNERS

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ABSTRACT

This study aims to investigate several factors affecting the academic performance of elementary learners in the classroom, which include students' learning skills, parental background, peer influence, teachers' quality, learning environment, and students' behavior. In West Boron Elementary, the poor academic performance of learners leading to problems in school performance was reported by school teachers due to learners displaying acts of disrespect to teachers, engaging in bullying among peers, physical conflicts with other learners, verbally abusing their teachers, and creating widespread disorder in the classrooms. Meanwhile, this study employs a quantitative research design using a descriptive-correlational approach of research having a sample size equal to one hundred forty-five (145) learner respondents chosen through a random sampling procedure and twelve (12) teachers via complete enumeration conducted at West Boron Elementary, a public educational institution located at Boron, California, which is in a remote rural setting. The result indicates a strong consensus on student wellbeing, positive learning environments, and effective teaching strategies influencing academic performance. While environmental factors play a role, their impact is more nuanced and requires further investigation. Social factors exhibit a more complex relationship with academic performance. Consequently, most learners require focused intervention to improve their academic standing, and teacher attributes may influence the learning environment and the perceived impact of various factors on academic outcomes.

KEYWORDS: *Academic Performance; West Boron Elementary; Quantitative; Descriptive-Correlation; and California*

1. INTRODUCTION

Education is one of the most essential aspects of human development. Moreover, learners' academic performance plays a significant role in making the best-quality graduates who will become great leaders and human resources responsible for the country's economic and social development (Ali, et al. 2020). Academic achievement is one of the significant factors considered in a competitive world. Hence, learners must invest substantial effort to attain good academic outcomes and prepare themselves with the appropriate knowledge and skills necessary to build their future educational and career opportunities. For this study, academic performance for learners is affected by several factors, including students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure, students' behavior, and others. (Sisman & Turan, 2021).

According to Galiher (2021), individual interactions and the school setting determine the occurrence of factors in academic performance. It has been linked with negative consequences on learners' social, emotional development, academic failure, and long-term effects on psychological functioning. Academic performance involves the learners' changes in behaviour in all curriculum domains. To enable academic achievement, it is expected that learners will successfully carry out the tasks to display a perfectionist approach, which shows resistance in the face of obstacles and develop strategies for overcoming difficulties that the learners face (Cox, 2020).

According to the National Center for Educational Statistics survey (2019), West Boron Elementary's percentages on academic performance were lower. Public school teachers reported that 35% of elementary learners displayed acts of disrespect for teachers, 25% of learners engaged in bullying among peers, 13% of learners displayed physical conflicts with other learners, 7% of learners verbally abused their teachers, and 3% of learners created widespread disorder in the classrooms. Also, the school gained 22% of learners who scored at or above the proficient level for math, and 27% scored at or above that level for reading. This is alarming and indicates a big problem in school performance, as such academic achievement of schools is poor. Hence, poor achievements in examinations and assessments among public elementary schools reflect poor academic performances.

In light of the aforementioned problem above, the researcher undertakes the study on factors that affect the academic performance of elementary learners. It is expected that the factors of the family, the school's physical conditions, the school administration, the school environment, and the teacher, among the characteristics of efficient schools, will be continually updated and changed. As well as the realisation of these changes, it is essential that academic achievement, which is one of the basic aims of education institutions, should be enabled. Aside from the behavioral factors, other key factors can significantly affect the learners' academic outcomes. These encompass socioeconomic status of the learners, parent involvement in the learners' education, learners' health and nutrition, access to technology in education, and other adequate

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learning materials. This study is helpful to address the common problems of schools about learners with low confidence levels that affect academic performance in the classroom. Nevertheless, it would help teachers guide and motivate students according to their needs. The findings of this study give suggestions and recommendations for possible solutions to address the strengths and weaknesses and to take appropriate measures for better academic performance.

Objective of the Study

This paper intends to identify the factors that highly affect the academic performance of learners from West Boron Elementary in Boron, California. The factors that are evaluated focus on psychological, biological, environmental, instructional, and social dimensions. The academic performance of the learners was also gathered and categorized based on the classification system defined by the school district of Muroc Joint Unified. The statistically significant relationships between the different identified factors and the academic performance were also established through a correlational analysis to distinguish which particular factors significantly affect learning and instruction as a whole.

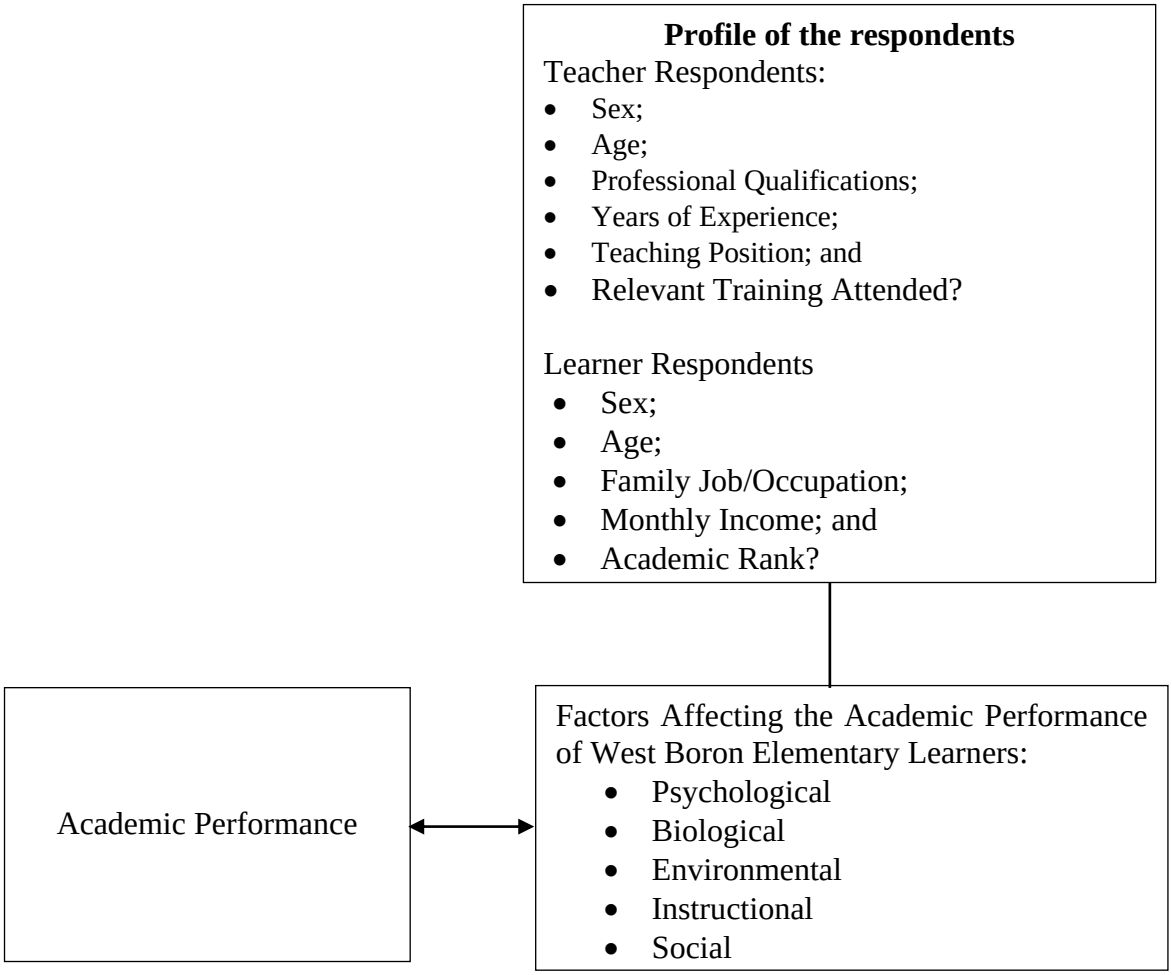

Figure 1. Schematic Diagram of the Study

2. METHODS

Research Design

This study employs a quantitative research design using a descriptive and correlational research approach. It utilizes the questionnaire in gathering the information needed to answer the posed problems. In descriptive research, the events or conditions that already exist or have occurred are the relevant variables for analyzing relationships. Thus, descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when, and how questions, but not why (McCombes, 2024).

Furthermore, this method is designed to fit the study as it can explore the factors that affect the learners' academic performance in West Boron Elementary. The researcher uses this research to obtain data from the respondents to formulate rational and sound conclusions and recommendations based on the study's findings.

Research Locale

The study was conducted at West Boron Elementary, a public institution in Boron, California, in a remote rural setting. The school location is part of the Muroc Joint Unified School District. The student population of West Boron Elementary is 228, and the school serves K-6. The learner population has declined by 16% over five school years. The school's minority student enrollment is 54%. The student-teacher ratio is 19, the same as that of the district. The student population comprises 45% female students and 55% male students. The school enrolls 70% of poor students.

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In terms of school demographic, 43% were Latino, 42% were white, 9% were black, and 1% were Asian. There is no Native American enrolled in the school. Minority enrollment is 57% of the student body (majority Hispanic), lower than the California state average of 79% (majority Hispanic). Schools in districts that mainly serve students of color receive substantially less state and local support than similar districts that serve primarily White students.

West Boron Elementary School is ranked within the bottom 50% of all 3,649 schools in California for the 2022-23 school year. The diversity score of West Boron Elementary School is 0.62, which is less than the diversity score at state average of 0.63. The school's diversity has stayed relatively flat over five school years. On the next page is the spot map of the school.

Research Respondents

This research was confined to the factors that affect the learners' academic performance. The researcher opted to conduct the study for easy access. It is delineated to a sample size of one hundred forty-five (145) respondents taken from a random sampling procedure for learners' respondents. This sampling method was chosen to ensure that different subgroups within the learner population were adequately represented, providing a more reliable and comprehensive understanding of the factors influencing academic performance.

Complete enumeration or the universal sampling procedure was employed for the teacher respondents. Since the number of teachers involved was small and manageable, the researcher included all twelve (12) teachers to gather comprehensive and diverse perspectives without sampling. This approach allowed for richer data and avoided the risk of missing important insights that could have arisen if only a portion of the teachers had been selected. One hundred forty-five (145) learners and twelve (12) teachers were the study's respondents. Table 1 shows the distribution of the total number of respondents.

Table1. Respondents of the Study

GRADE LEVEL	TEACHERS POPULATION	LEARNERS POPULATION	LEARNERS SAMPLE	GRAND TOTAL
Kindergarten	1	19	12	13
Grade 1	1	20	13	14
Grade 2	2	38	24	26
Grade 3	2	38	24	26
Grade 4	2	38	24	26
Grade 5	2	38	24	26
Grade 6	2	38	24	26
TOTAL	**12**	**229**	**145**	**157**

Research Instrument

The questionnaire of this research was formulated which includes items in two parts: the academic profile of the respondents and the factors affecting the academic performance as perceived by both teachers and learners. The teachers examine this questionnaire, validated by the adviser before they are floated to the teachers and leaner's-respondents. To establish the reliability of the questionnaire, it was pilot-tested among teachers from a public elementary school within the district who were not part of the study's respondents. The instrument's internal consistency was measured using Cronbach's Alpha, with a reliability index threshold set at 0.80 to determine its acceptability. Content validity was also ensured by subjecting the questionnaire to expert validation. Three experts in education evaluated the instrument using a validation rubric and provided comments and recommendations. Their suggestions were incorporated to enhance the overall quality and validity of the research instrument.

Statistical Treatment

The Frequency and Percent were used to determine the student-respondents' academic rank, including ranking, GPA, and academic qualifications. The weighted mean was also used to determine the factors affecting the learners' academic performance. Lastly, Pearson Product-Moment Correlation was used to determine the significant relationship between the academic rank of the student-respondents as perceived by the teachers.

3. RESULTS AND DISCUSSIONS

The profile of the student-respondents provides important insights into their demographic, socioeconomic, and academic characteristics. Most respondents are male, comprising 55.2%, while females account for 44.8%. This slight disparity suggests a higher participation or representation of male respondents in the survey.

Table 2. Learner-Respondents Profile

Indicator	Category	Frequency	Percentage
Sex	Male	80	55.2
	Female	65	44.8
	Total	145	100.0
Age	8 years old and below	125	86.2
	9 – 11 years old	20	13.8
	12 – 14 years old	-	-
	Total	145	100.0
Family Job/Occupation	Farmer	-	-

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	Carpenter	-	-
	Laborer (construction)	7	4.8
	Office Worker	54	37.2
	Sales Lady	33	22.8
	Business	21	14.5
	Teacher Aide	11	7.6
	Teacher	4	2.8
	Cashier	15	10.3
	Total	145	100.0
Monthly Income	1, 000 – 5, 000	125	86.2
	6, 000 – 10, 000	20	13.8
	11, 000 – 15, 000	-	-
	16, 000 – 20, 000	-	-
	21, 000 and above	-	-
	Total	145	100.0
Academic Rank	With Highest Honor	18	12.4
	With High Honor	24	16.6
	With Honor (average)	103	71.0
	Total	145	100.0

Most respondents are young, with 86.2% aged 8 years or below, while only 13.8% fall within the 9–11 age range. This indicates that the survey is skewed toward students in the early years of elementary education. Another significant data point is the complete absence of respondents aged 12–14 years, which suggests that the survey specifically targeted younger students or that older age groups were not represented. Moreover, the occupations of the respondents' families are largely urban-oriented, with office work being the most common at 37.2%. In contrast, traditional rural jobs such as farming and carpentry are significantly underrepresented. Despite this, economic data reveals that 86.2% of the families earn between $1,000 and $5,000 per month, placing them in the low-income category. However, financial constraints do not appear to hinder academic performance. A remarkable 71% of students receive honors, 16.6% achieve high honors, and 12.4% attain the highest honors. It signifies that most students demonstrate resilience and academic excellence despite economic challenges.

It implies that despite students' multiple economic challenges, their academic performance has no significant impact. The high percentage of those who get honors shows the strength of those students and, more importantly, the importance given to education at home and school. Therefore, support, whether through scholarships, educational aid, and community programs, is necessary to ensure that money problems do not interfere with learning. Hence, the job or occupational profile indicates an urban and semi-urban employment sector that could have limited upward mobility and income stability.

Teacher-Respondents Profile

Table 2.1 presents a detailed profile of the teacher-respondents, emphasizing the demographic, professional, and experiential characteristics. It summarizes their sex, age, professional qualifications, years of teaching experience, teaching positions held, and relevant training attended. This data is crucial for understanding the qualifications and professional standing of the educators surveyed, providing context for their insights and contributions to the research. From the data gathered, most respondents were female teachers, 75% (9 teachers), while males only make up 25% (3 teachers). The data is consistent with the general experience in the profession –females constitute the most significant percentage in many teaching jobs, especially those related to early education. Also, the age profile indicates much clustering among teachers at 25–39 years, such that the same age group, 25–29 and 30–39-year-old teachers, have five teachers, constituting 41.67%. Only two teachers (16.67%) are below 25 years old. No teacher is 40 years and above, which means the teaching force is relatively young. Moreover, most teachers hold a higher education. Among the respondents, 41.67% (5 teachers) have a bachelor's degree with master's units; another 41.67% (5 teachers) have completed a master's degree (MAED or MST). Only 16.67% hold a bachelor's degree without further studies. It is a highly qualified cohort with the majority pursuing or holding graduate-level education. A substantial proportion of educators, specifically 41.67% (5 teachers), possess between 6 and 10 years of experience, indicating a significant presence of moderately experienced educators.

The other categories are evenly distributed across the experience ranges of 1 to 5 years (16.67%), 11 to 15 years (16.67%), and 16 to 20 years (16.67%). It is evident that only one teacher, representing 8.33%, possesses more than 21 years of experience, which reflects a limited representation of highly experienced educators. The highest percentage of respondents is elementary teachers with 41.67%, and middle school teachers equate to 25%. Preschool teachers and teacher assistants each account for a proportion of 16.67%, which means there are two teachers for each category. It shows that most of the teachers are in foundational and middle-level education. Thus, all the teachers, accounting for 100%, have attended training sessions on teaching-learning sessions; hence, this represents dedication to pedagogical growth. Furthermore, 50%, or six teachers, have participated in supervisory or leadership training, while

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33.33%, equivalent to four teachers, have attended sessions related to management. This sum of 22 cases, amounting to 183.33%, shows that a few teachers were actively engaging in professional development opportunities. The data shows a qualified, predominantly young female workforce with significant professional development. With many teachers pursuing further education and attending relevant training, there is a clear interest in professional growth, which improves teaching quality.

Table 2.1 Teacher-respondents Profile

Indicator	Category	Frequency	Percentage
Sex	Male	3	25.00
	Female	9	75.00
	Total	12	100.00
Age	24 years old and above	2	16.67
	25 – 29 years old	5	41.67
	30 – 39 years old	5	41.67
	40 – 49 years old	-	-
	50 years old and above	-	-
	Total	12	100.00
Professional Qualifica-tions	Bachelor's Degree	2	16.67
	B.A with M.A. Units	5	41.67
	MAED/MST	5	41.67
	Total	12	100.00
Years of Experience	1 – 5 years	2	16.67
	6 – 10 years	5	41.67
	11 – 15 years	2	16.67
	16 – 20 years	2	16.67
	21 years and above	1	8.33
	Total	12	100.00
Teaching Position	Preschool Teacher	2	16.67
	Elementary Teacher	5	41.67
	Middle School teacher	3	25.00
	Teacher Assistant	2	16.67
	Total	12	100.00
Relevant Trainings	Teaching-Learning	12	100.00
	Management	4	33.33
	Supervisory/Leadership	6	50.00
	Total	22	183.33

However, the scarcity of teachers above 40 years old or those with over 21 years of experience suggests a potential lack of mentors for younger staff. It highlights the need for continued professional development and leadership training to uphold high teaching standards. Additionally, efforts to retain experienced teachers help enhance the overall quality of instruction while providing valuable mentorship for new educators. According to the statistics, 75% of teachers are women, making up the majority. However, despite this majority, women still face challenges in attaining leadership positions. A study by Sun (2024) found that while women constituted 76% of teachers in Victoria, they held only 44% of executive principal positions. This disparity is attributed to gender discrimination and structural barriers within the profession.

The professional qualifications of teachers, with 41.67% holding a bachelor's degree with master's units and another 41.67% possessing a master's degree, demonstrate a strong commitment to professional development. It aligns with findings by Chen (2024), which showed a significant relationship between teachers' self-efficacy, continuous professional development, and teaching performance in Chinese public elementary schools. The data also indicates a relatively young teaching workforce, with 83.34% of teachers between the ages of 25 and 39. It is significant, as research by Makhmetova, et al. (2025) highlighted the positive impact of continuous professional learning among younger teachers on school improvement efforts. Although not directly reflected in the data, proper alignment of teachers with their areas of specialization is essential to ensuring effective instruction. A report by the Philippine Star of Chi, C. (2024) revealed that 62% of high school teachers in the Philippines were teaching subjects outside their fields of specialization, raising concerns about the quality of education.

The respondents' academic qualifications and professional roles highlight a well-qualified and diverse teaching workforce. The majority hold advanced degrees, with 41.67% possessing a master's degree and another 41.67% holding a bachelor's degree with master's units. Their teaching roles range from elementary teachers (41.67%) to middle school teachers (25.00%), with preschool teachers and teacher assistants comprising the remaining 33.34%. Additionally, all respondents have participated in teaching-learning programs, with 50% having undergone supervisory or leadership training and 33.33% completing management-related training.

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These findings align with the study by Davis and Green (2023), which explored the correlation between teacher qualifications, training, and student outcomes. The high proportion of teachers with advanced degrees reflects a well-qualified workforce. However, the lower participation in management and leadership training suggests a gap in preparing teachers for administrative roles, which could limit opportunities for institutional leadership growth.

Factors Affecting the Academic Performance of Learners

Understanding the various factors influencing their educational outcomes is essential to effectively analyzing learners' academic performance. These factors can range from personal attributes to environmental influences and can significantly shape learners' abilities to achieve academic success. The following table presents a comprehensive overview of these factors, providing a clearer foundation for examining their impact on academic performance.

Table 3 presents the factors affecting the student's academic performance, including psychological, biological, environmental, instructional, and social factors. The data presents the factors affecting academic performance, categorized into psychological, biological, environmental, instructional, and social domains, with student and teacher responses. Within the psychological domain, mental readiness on knowledge/skills received the highest weighted mean (4.66 for students and 4.75 for teachers, rated "Strongly Agree"). It underscores the consensus that mental preparedness is crucial for academic success. Conversely, working productively and fruitfully to contribute to the community received the lowest rating from students (3.17, "Uncertain"), while personal interaction through teacher-learner situations and developing potential skills had the lowest weighted mean among teachers (3.67, "Agree"). It indicates that students place more importance on the relational aspect of teaching and learning. This interaction is foundational to the learning environment, as it directly influences engagement and motivation, there were noticeable differences in their views on realizing individual full potentials, with teachers strongly agreeing (4.67) and students offering a more modest agreement (3.45), according to Ganyaupfu (2023), who states that teacher-student interactions positively influence student motivation and knowledge acquisition. Students also expressed uncertainty about coping with everyday stresses of life and working productively for the community, unlike teachers who viewed these factors more positively. The divergence in perceptions about realizing individual potential and managing life stresses reflects Dotterer and Lowe (2021) findings that emotional engagement, such as a sense of belonging and interest in school, affects academic success and may differ across stakeholders.

The findings align with the study of Fredricks et al. (2022), who emphasized that cognitive engagement, marked by self-control, intrinsic motivation, and value placed on education, greatly enhances learning outcomes. Overall, the psychological domain had a mean score of 3.83 for students and 4.16 for teachers, rated as "Agree." It indicates a generally positive perception, though notable differences exist in specific area

Table 3. Factors Affecting the Academic Performance of the Learners

Indicator	Weighted Mean	Adjectival rating	Weighted Mean	Adjectival rating
	Students-Response		Teachers-Response	
PSYCHOLOGICAL				
Personal interaction through a teacher-learner situation.	4.19	Agree	3.67	Agree
Mental readiness on knowledge/skills.	4.66	Strongly Agree	4.75	Strongly Agree
Ability to understand/solve the situation.	3.67	Agree	3.83	Agree
The capacity to be tapped or trained in any situation.	4.46	Strongly Agree	4.33	Strongly Agree
Develop a well-potential skill.	3.62	Agree	3.67	Agree
Mental health condition.	4.23	Strongly Agree	4.08	Agree
Emotional wellbeing.	3.54	Agree	3.75	Agree
Realizing an individuals' full potential.	3.45	Agree	4.67	Strongly Agree
Coping with the everyday stresses in life.	3.30	Uncertain	4.33	Strongly Agree
Working productively and fruitfully to contribute to the community.	3.17	Uncertain	4.50	Strongly Agree
Mean	**3.83**	**Agree**	**4.16**	**Agree**
BIOLOGICAL				
Parental counseling and advising.	4.22	Strongly Agree	4.08	Agree
Good relationship in the school setting.	3.62	Agree	4.50	Strongly Agree
Negative behavior of parents, teachers, and peers.	4.61	Strongly Agree	4.00	Agree
Inferiority complex.	4.36	Strongly Agree	3.83	Agree
Handling of frustration from a problem.	3.78	Agree	4.00	Agree

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Failure in some tasks affect the learning process.	4.59	Strongly Agree	4.08	Agree
Terrorism and biological biases by changing attitudes.	3.63	Agree	4.17	Agree
Related religious ideas and biological beliefs.	3.57	Agree	4.42	Strongly Agree
Belongingness to family.	3.61	Agree	4.50	Strongly Agree
Good ideas and development on changing biological behavior.	3.48	Agree	4.08	Agree
Mean	**3.95**	**Agree**	**4.17**	**Agree**
ENVIRONMENTAL				
The environment provides important information at all stages of the learning process.	4.24	Strongly Agree	3.83	Agree
Improper environment affects the learning process.	4.42	Strongly Agree	4.42	Strongly Agree
Knowledge of learning trends in the environment.	4.41	Strongly Agree	3.42	Agree
Coping with environmental change.	3.99	Agree	4.17	Agree
The sound relationship that provides a tension free environment.	3.37	Uncertain	2.92	Uncertain
Distorted and unhealthy environment that adversely affect relationship.	4.03	Agree	3.50	Agree
Industrialized culture that has an impact on environment.	3.41	Agree	3.50	Agree
Various responses to various kinds of stimuli determined environmental factors.	3.57	Agree	4.17	Agree
Industrialized culture that has an impact on environment.	3.50	Agree	4.08	Agree
Interest on related environmental trusts.	3.62	Agree	4.17	Agree
Mean	**3.86**	**Agree**	**3.82**	**Agree**
INSTRUCTIONAL				
Lesson relevant and applicable to the subject area.	4.34	Strongly Agree	3.50	Agree
Cognizant to attitudes and overall strategies.	3.86	Agree	4.83	Strongly Agree
Create love, hope and good ideas.	4.24		3.42	Agree
Develop a changing behavior in the classroom.	3.99	Agree	4.17	Agree
Provide a healthy and creative environment.	3.61	Agree	3.00	Uncertain
Institute a better learning environment.	3.83	Agree	3.50	Agree
Natural abilities for making a complete personality.	3.52	Agree	3.50	Agree
Different strategies, approaches, and capabilities of the learners.	3.63	Agree	4.83	Strongly Agree
Examine learning preferences and ability.	3.99	Agree	4.33	Strongly Agree
Aware of individual differences.	3.86	Agree	4.83	Strongly Agree
Mean	**3.89**	**Agree**	**3.99**	**Agree**
SOCIAL				
Religious orientation.	4.32	Strongly Agree	3.58	Agree
Family history.	3.77	Agree	4.58	Strongly Agree
Race and ethnicity.	4.22	Strongly Agree	3.67	Agree
Economic status.	4.15	Agree	4.00	Agree
Social/ethnic customs.	3.76	Agree	3.00	Uncertain
Social/ethnic taboos and governance.	3.82	Agree	3.42	Agree
Social factors that affect lifestyle.	3.28	Agree	3.42	Agree
Facts and experiences that influence individuals' preferences.	3.51	Agree	4.58	Strongly Agree
Factors that influence health and wellbeing.	3.71	Agree	4.00	Agree
Cultural background, social institution, and skill level in school.	3.81	Agree	4.58	Strongly Agree
Mean	**3.83**	**Agree**	**3.88**	**Agree**
Over-all Mean	**3.87**	**Agree**	**4.00**	**Agree**

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For the biological category, hostile behavior of parents, teachers, and peers was the highest-rated factor among students (4.61, "Strongly Agree") and received a moderately high rating from teachers (4.00, "Agree"). This highlights its critical impact on students' academic performance, as toxic social influences are known to hinder motivation and emotional stability. Indicating students' sensitivity to behavioral influences and setbacks in learning. Additionally, negative behavior of parents, teachers, and peers, and an inferiority complex were factors highlighted by Danyial (2021) and Hijazi (2020), who found that a negative school or family environment contributes to reduced academic performance. Conversely, good ideas and development on changing biological behavior scored the lowest among students (3.48, "Agree") and received a slightly higher evaluation from teachers (4.08, "Agree"). The overall mean for the biological domain was 3.95 for students and 4.17 for teachers, and both rated it as Agree. This reflects a generally positive perception of biological factors' role in academic performance, though students and teachers differ in their emphasis on certain aspects. The notable gap in the highest-rated factor suggests that students are more affected by negative external influences, while teachers focus more on structured biological development.

In the environmental category, students and teachers rated improper environments affecting the learning process the highest (4.42, "Strongly Agree"), emphasizing its perceived criticality on the detrimental effects of unfavorable environments, indicating students' higher awareness of how environmental factors contribute to learning. On the other hand, sound relationships that provide a tension-free environment were rated the lowest by students (3.37, "Uncertain") and teachers (2.92, "Uncertain"), indicating a lack of agreement on the availability or importance of such environments. The mean scores for this factor were closely aligned at 3.86 for students and 3.82 for teachers, both rated "Agree," demonstrating an overall acknowledgment of environmental factors as key to academic success.

As to the instructional category, the highest weighted mean among students was 4.34 (Strongly Agree) for the statement "Lesson relevant and applicable to the subject area," indicating that students strongly acknowledge the importance of subject relevance in their education. In contrast, teachers gave the highest rating of 4.83 (Strongly Agree) to multiple factors, including "Cognizant of attitudes and overall strategies," "Different strategies, approaches, and capabilities of the learners," "Examine learning preferences and ability," and "Aware of individual differences." In this lens, teachers strongly emphasize recognizing and adapting to students' diverse learning needs and strategies. The results also suggest that teachers have a clearer understanding of the impact of these instructional factors on student learning, as seen in their more positive responses.

On the other hand, the lowest rated factor among students was "Natural abilities for making a complete personality" at 3.52 (Agree), which may imply that students feel personal development is not emphasized in instructional methods. Among teachers, the lowest weighted mean was 3.00 (Uncertain) for "Provide a healthy and creative environment," suggesting that educators may have mixed opinions about how effectively they create an engaging and nurturing classroom setting. Overall, the data reveal a consensus between students and teachers on the importance of individualized and engaging instructional methods for improving academic performance.

The overall mean for the instructional domain was 3.89 (Agree) for students and 3.99 (Agree) for teachers. It reflects a generally positive outlook on instructional strategies, though students focus more on lesson relevance, while teachers prioritize adaptability to student needs. The disparity in the lowest-rated items suggests that while students seek more personal development within instruction, teachers are more uncertain about fostering a creative learning space. The importance of instructional factors such as tailoring teaching strategies to student abilities, fostering a positive classroom environment, and adopting diverse teaching approaches aligns with several key literature and studies. Kimani, et al. (2023) emphasize the transformative role of education in addressing societal disparities, supporting the need for relevant and applicable lessons, as reflected in the students' strong agreement with lesson relevance.

As to the social category, among students, the highest-rated factor in the social domain was "Religious orientation" with a weighted mean of 4.32 ("Strongly Agree"), suggesting that students perceive religious beliefs and values as having a significant influence on their academic engagement and overall behavior. It could be attributed to the moral guidance and discipline instilled by religious teachings, which many students find beneficial in maintaining focus and motivation in their studies. On the other hand, the lowest-rated factor among students was "Social factors that affect lifestyle," with a weighted mean of 3.28 ("Agree"), indicating that while lifestyle-related social factors are recognized as influential, they are not perceived as critically important compared to other social elements.
For teachers, the highest-rated factor was "Family history," with a weighted mean of 4.58 ("Strongly Agree"), highlighting the belief that a student's family background, including upbringing and parental support, plays a vital role in academic success. Having a profound effect on student performance, aligning with the findings of previous studies on the importance of familial influences in shaping educational success (Stevenson & Baker, 2019). Teachers have observed that students from supportive and stable families perform better due to emotional security and structured learning environments. Conversely, the lowest-rated factor among teachers was "Social/ethnic customs," with a weighted mean of 3.00 ("Uncertain"), suggesting that educators may have mixed opinions on the extent to which cultural traditions influence students' academic performance. Overall, the data illustrate those social factors, including family background, cultural context, and social norms, are recognized by both students and teachers as critical in shaping students' academic trajectories.

Overall, the mean score for the social domain was 3.83 ("Agree") for students and 3.88 ("Agree") for teachers. It indicates a consensus that social factors contribute to academic performance, although the emphasis on specific influences differs between the two groups. Students prioritize religious orientation, while teachers emphasize family history, reflecting different perspectives on the key social determinants of academic success.

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The recent study supported by the study of Yu et al. (2024) on the impact of honors education on students' academic and innovative achievements: a longitudinal study highlighting a complex interplay of internal and external factors in academic performance. Psychological readiness and instructional relevance are consistently prioritized, but biological, environmental, and social influences cannot be overlooked. Addressing gaps such as the stress management disparity between students and teachers or the lack of tension-free environments requires holistic strategies. Schools and policymakers should adopt an integrated approach that combines academic, emotional, and social support systems.

The data above presents the factors affecting academic performance categorized into psychological, biological, environmental, instructional, and social domains, with student and teacher responses. The major issue is explained by the combination of psychological, biological, environmental, instructional, and social aspects among students and teachers. The result shows that the mental readiness was emphasized mainly in the psychological section, and students' mental preparation for the knowledge/skills was picked as the most effective, since the students' data looked to be the most important. Students and teachers are convinced that these categories are critical to academic performance. The students' responses were paradoxically the lowest in the normal life stress category with a rating of 3.30 ("Uncertain"). However, the teachers were more positive with the rating of 4.33 ("Strongly Agree"), which is a different result than either side gets from the way the students tackle stress. It implies that while teachers believe that students are resilient enough, at the same time, they have fewer resources to deal with the means of their mental wellbeing; consequently, there is a growing need for more strengthening of mental health in the school setting. Also, students get the lowest weighted mean of 3.17 ("Uncertain") because they are still studying, so they do not contribute much to the community. Meanwhile, the lowest for teachers' response, with a weighted mean of 3.67 ("Agree"), is when teachers develop a well-potential skill, and personal interaction through the teacher-learner situation. Ultimately, the mean score for the group was 3.83 among the students and 4.16 among the teachers, both stated as "Agree".

Consequently, the differences between students' and teachers' viewpoints regarding the biological factors are known. Per the students, both parental counseling and guidance and the negative behavior of their peers, as well as the teachers and the parents, were noted as "Strongly Agree" (4.22 and 4.61), and their role was the most significant in the formation of the learning setting. On the other hand, teachers also were of the same attitude, but their scores were a bit lower (4.08 and 4.00). It is interesting to observe in this study that the students' strong affirmation of the consequences of task failure (4.59) was also shared by teachers, but at lower scores (4.08). However, teachers' role is also noticeable through their emphasis on spiritual religion and family belongingness, rated as "Strongly Agree, 4.42, and 4.50, respectively. This data points out the crucial effect of the family and social setting on the fitness and health of children, which, therefore, necessitates the inclusion of these issues by schools in their supporting programs.

As to environmental factors, they were most highly rated among students and teachers in several areas. For instance, many students rate the environment's influence on the teaching-learning process, which they gave an upper limit of 4.24 and a lower limit of 3.83. Furthermore, most students recognized improper environmental stimuli as detrimental to human learning and memory processes, so less experienced learning experiences come below 4.42 points for both groups. Nonetheless, students were unsure if a sound relationship would provide a tension-free environment (3.37), and teachers expressed similar points of view (2.92). Both groups came to see the harmfulness of a distorted environment and the effect of industrialized culture on learning. These findings suggest that, while the environment is a crucial part of learning, we should put even more power into building peaceful educational environments for the students.

Additionally, differences in emphasis on various elements are singled out by social indicators. Religious orientation and race/ethnicity emerged as the most highly rated factors by students (4.32 and 4.22), which exemplify their grounding force in shaping one's identity and dealing with other people. Teachers on their side expressed that they also have the same views about those, but, on the other hand, considered the family history and cultural background as the highest, with a rating of "Strongly Agree" (4.58). Students showed themselves to be wary of social norms and cultural prohibitions as uncertainty was noted (3.76 and 3.82), but the teachers' rating was marginally higher. This data reveals that even though the two groups are aware of social factors' influence on them, dissimilarity in the opinions is the point, which makes the need for culture-responsive teaching techniques stronger.

This data implies that mental preparedness is one of the main psychological factors for students and teachers, indicating that they see cognitive preparedness as the cornerstone of academic success. Nevertheless, there is a gap in perception about stress management where students do not know about their resilience level, while teachers strongly agree with their resilience capacity. It therefore calls for schools to enhance mental health support, stress management training, and open talks about mental health. It also indicates that learners need assistance in becoming better acquainted with them to manage the stress level caused by school. Students also do not know how they are contributing to the community. This indicates they might not be actively involved with the larger society, which may prevent their overall development. Teachers feel that they are developing their competencies, which means that professional development opportunities enable them to teach their students better. Schools can fill this gap by creating community involvement and making education relevant to students' lives beyond academics.

Generally, students and teachers concur that parental guidance and peer influence are significant in shaping academic environments. However, students think these factors are more important than what teachers do, indicating that students may view family and friends as having a bigger impact. Schools should thus include parents and peers as active participants in education to create a supportive environment for students. Students also feel that failing a task has grave consequences, whereas

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teachers consider it less significant. This indicates that students may feel more pressure to do well in school. Teachers' emphasis on spirituality and family connection as stabilizing factors indicates that it is essential to include values-based education and family involvement programs in the curriculum to meet students' emotional and social needs. The students and teachers perceive the environment as highly influential in teaching-learning, especially in physical and social settings. The low rating on providing tension-free learning spaces for students and teachers suggests developing more friendly learning environments. This might be through minimizing noise and other distractions, availability of enough facilities, and establishing respect and collaboration cultures in classrooms.

Moreover, differences in what students and teachers perceived about support for instruction reflect an important need for enhancement. Students believe that differentiated teaching approaches are fundamental, and teachers try to modify their approaches to cater to different styles of students' learning. However, the difference in perception between students and teachers regarding healthy and creative learning environments implies that the students might not fully avail themselves of these attempts. Schools should close this gap by encouraging collaboration in teaching, using technology to help different learning styles, and designing classrooms that spark creativity and interest. In conclusion, the significant importance given to religious orientation, race/ethnicity, family history, and cultural background as influencing social factors underlines the need for culturally responsive teaching. The fact that students were less confident than teachers regarding social norms and cultural prohibitions indicates that students may be confused about navigating societal expectations. This calls for schools to encourage cultural sensitivity, inclusivity, and social-emotional learning to enable students to better understand and interact with diverse perspectives.

Yu et al. (2024) emphasized managing student stress and creating supportive learning environments to enhance academic success. This corresponds with the study's results, particularly in the psychological domain, where mental readiness received the highest rating. Additionally, Park & Kim (2023) highlighted the role of parental guidance and biological factors in academic achievement, which aligns with the study's findings in the biological domain, where the negative behaviour of parents, teachers, and peers was identified as a significant factor affecting students. This underscores the importance of fostering positive relationships within the home and school environment. Furthermore, Dalimunthe et al. (2024) underscores that a conducive and supportive learning environment is essential in increasing student motivation and engagement, consistent with the study's results in the environmental domain, where improper learning environments were perceived as highly influential.

Mehta (2024) stressed the importance of embracing culturally responsive teaching, so that educators can create inclusive, engaging, and empowering learning experiences that meet the diverse needs of all students and help close the achievement gap, particularly regarding the role of diverse teaching strategies and learning preferences. These similarities suggest that the study's findings conform to existing literature, reinforcing that psychological, biological, environmental, instructional, and social factors collectively shape students' academic performance.

Academic Performance of Elementary Learners

The academic performance of learners from West Boron Elementary as of A.Y. 2022-2023. The table below indicates the General Percentage Average (GPA) distribution of respondents for the Academic Year 2022-2023, which gives information on how the respondents are doing in school. Table 4 shows the grade with which respondents performed in the Academic Year 2022-2023 based on their GPA. Most of the respondents, 64.8%, received a GPA between 81 and 85; most students are academically performing below average. A few students, 16.6%, have a GPA between 91 and 95. Meanwhile, 12.4% get an excellent GPA of 96 to 100. This means that 29% of the students do very well. Also, no students with GPAs in the lower category ranges of 70 to 75 and 76 to 80. This suggests that the elementary learners of West Boron usually do well in their schoolwork. This shifts the distribution towards the middle range, indicating that very few students are at the high and low extremes. It means that most students are doing well but have a good opportunity to make more students perform better, especially by supporting those already performing well.

Table 4. Academic Performance of the Elementary Learners as of the Academic Year 2022-2023

Indicator	Category	Frequency	Percentage	Classification
General Percentage Average	70 – 75	-	-	Fail to meet the Minimum Requirement
	76 – 80	-	-	Needs Improvement
	81 – 85	94	64.8	Below Average
	86 – 90	9	6.2	Average
	91 – 95	24	16.6	Above Average
	96 – 100	18	12.4	Excellent
	Total	**145**	**100.0**	

As presented in the table above, the academic performance of respondents as of A.Y. 2022-2023 shows that most respondents fall under the category of 81-85, below average, with the highest frequency of 94 or 64.8%. The data reveals a notable clustering of students in the mid-range General Percentage Average (GPA) category, highlighting potential barriers preventing many from achieving higher academic performance. This aligns with the findings of Smith et al. (2022), who identified psychological preparedness as a crucial determinant

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of student outcomes, particularly in navigating academic challenges.

Based on the students' performance, it implies that the academic environment needs improvement since most students achieved below-average grades, and some achieved very high grades. The few students with low General Percentage Averages (GPAs) may be identified at points where improvements need to be made, such as improving teaching methods, means of supporting below-average students, or means to support students to gain higher grades. This study provides a valuable benchmark for identifying areas for improvement for educational programs that seek to enhance academic outcomes. This implies that schools should consider implementing differentiated learning strategies, providing teacher training to address diverse learner needs, and fostering robust mentorship programs. Creating collaborative initiatives with families and communities can also enhance students' support systems, promoting higher academic achievement.

Relationship between the factors affecting academic performance as perceived by the learner and teacher respondents to the academic performance of the learners

The significant correlation of factors that influence academic performance as perceived by students and teachers is further assessed through correlational analysis, such as psychological, biological, environmental, instructional, and social factors in student academic performance. The data indicate some significant insights about factors affecting academic performance in the perception of both students and teachers. The biological factor and the instructional factor were identified as the most highly influential among those that affect academic performance among the students.

There was a strong positive correlation between biological variables and academic performance (r = 0.310, p-value = 0.011). The highest-rated indicator on biological factors perceived among students includes negative behavior of parents, teachers, and peers, with a 4.61 weighted mean, which suggests setbacks in the academic performance of the learners as they become bothered and lose confidence in their academic performance due to lack of support from their own family and the people around them. A good relationship between learners, parents, and teachers promotes healthy and open communication. Given the importance of a good relationship in the school setting aligns with the work of Ganyaupfu (2023), who highlights the positive effects of teacher-student interactions on learning.

Table 5. Significant relationship between the factors affecting academic performance as perceived by the learner and teacher respondents to the academic performance of the learners

Factors perceived by the Learners		Computed r	p-value	Conclusion
Psychological Factor	Academic Performance	-0.137	0.101	Not Significant
Biological Factor		0.310	0.011	Significant
Environmental Factor		-0.093	0.267	Not significant
Instructional Factor		0.302	0.015	Significant
Social Factor		0.097	0.245	Not significant
Factors perceived by the Teachers		**Computed r**	**p-value**	**Conclusion**
Psychological Factor	Academic Performance	-0.398	0.017	Significant
Biological Factor		-0.363	0.040	Significant
Environmental Factor		0.072	0.392	Not significant
Instructional Factor		-0.399	0.016	Significant
Social Factor		-0.086	0.303	Not significant

On the instructional factor, the inferential result showed a significant correlation between instructional factors and academic performance, with r = 0.302 and a p-value of 0.015. Students claimed that the relevance and applicability of lessons to the subject area had the highest weighted mean of 4.34. It shows that students are susceptible to the quality of the instruction they receive and are aware of the importance of competencies and the relevance of the lesson in achieving academic success. However, the psychological, environmental, and social factors had no meaningful correlation with academic performance, giving the impression that the students might not consider these factors to significantly affect their educational performance. Kimani et al. (2023) emphasized the transformative role of education in addressing societal disparities, supporting the need for relevant and applicable lessons, as reflected in the students' strong agreement with lesson relevance.

On the other hand, the data collected from the teachers depicts a strong belief that psychological, biological, and instructional factors would have a significant bearing on academic performance. Those who reported that their psychological well-being and mental readiness had improved also felt they could influence their students' academic performance, as there was a robust negative correlation with r = -0.398, p-value = 0.017. The mental readiness on knowledge/skills of the learners plays a crucial role in learning, which indicates the capacity of the learners to learn. Teachers observe that learners lacking mental readiness led to a lack of motivation, effort, and isolation from the class to learn. On the other hand, teachers believed that good teaching practices are essential because they see how their methods affect how well students do. This finding also explains that teachers have the role of preparing the students to learn inside the classroom. The biological emphasis for students and

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teachers' psychological and physical well-being shows that physical health and emotional resilience must be present to create an environment that allows for and encourages learning. Hence, the belongingness to family factor is consistent with the findings of Waters and Marzano (2020), who stress the importance of family support and connection in ensuring student success. This study collectively emphasized the multifaceted role of biological, familial, and behavioral factors in shaping academic achievement.

Subsequently, from the teachers' perspective, the statistics showed the importance of psychological well-being and teaching strategies on students' performance. The teachers are more likely to view their task as highly influential since their teaching strategies would directly impact their students' ability to attain academic success. However, both groups are not very worried about environmental and social factors. This indicates that although these aspects matter, they are not as important for academic performance when weighed against physiological factors, biological factors, and teaching quality. Programs intended to preserve or enhance mental well-being, and teaching knowledge are likely to impact academic outcomes more than those mainly focusing on societal or environmental issues.

Generally, these studies establish the fact that biological, psychological, and teaching factors are indeed highly influential factors of students' academic performance. Therefore, the outcome of this research study reflects those improvements in students' and teachers' health and well-being, along with quality teaching, would have considerable implications for the outcome of education.

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