

FACTORS THAT AFFECT THE ACADEMIC PERFORMANCE OF GRADE 3 LEARNERS

JURILYN C. BAUZON

Institution: Institute of Graduate and Professional Studies

Lyceum-Northwestern University

Dagupan City

Abstract : Education plays a vital role in shaping children’s future, and academic performance in the early grades is considered a strong foundation for later learning. Grade 3 is a critical stage where learners transition from “learning to read” to “reading to learn.” However, many factors such as learner characteristics, family conditions, and school support can influence their performance. This study aimed to identify the factors that influence the academic performance of Grade 3 learners at Cabuyao Elementary School, Bolinao I District, during the school year 2025–2026. Specifically, it examined learner factors (personal profile and study habits), family factors (parents’ education, family income, support, and motivation), and school factors (resources and teacher support). The research used a descriptive–correlational design. Purposive sampling was employed, with 28 Grade 3 learners from the researcher’s class advisory serving as participants. A validated, self-made questionnaire was the primary tool for data collection, and the results were analyzed using statistical methods, including correlation tests. Findings revealed that learner and family factors, including study habits and parental support, significantly impacted academic performance. In contrast, school-related factors, including the availability of resources and teacher support, showed a weaker influence. Based on these results, the study recommends strengthening parental involvement, organizing school-based programs to guide families, and ensuring effective use of available school resources. This study contributes valuable insights for parents, teachers, administrators, and future researchers in addressing challenges that hinder learners’ academic success.

Keywords- Academic performance, Grade 3 learners, learner factors, family factors, school factors

I. INTRODUCTION

1.1 Rationale

Education is one of the most powerful tools for personal growth and social development. Around the world, the academic performance of children is considered a crucial measure of how education systems function and how societies prepare their young citizens for the future. In the early years of schooling, especially in the primary grades, academic performance provides the foundation for future success. Grade 3 is often seen as a turning point because it is when children are expected to shift from “learning to read” to “reading to learn.” Mastery of literacy and numeracy at this stage is crucial for coping with more advanced subjects in later years. However, many learners face challenges that prevent them from reaching their full potential, and these challenges vary across contexts.

International studies reveal that many factors influence how well children perform in school. These include individual factors, such as motivation, study habits, and attendance, as well as external factors, including family background, school conditions, and community support. Socioeconomic status (SES) is one of the most consistent predictors of achievement. A global meta-analysis has shown that children from wealthier families generally perform better than those from poorer households, likely due to their greater access to books, technology, and supportive home environments (Huang & Fang, 2022). On the other hand, children from disadvantaged backgrounds often experience barriers such as a lack of study space and limited parental involvement, which make it harder for them to succeed.

The COVID-19 pandemic further highlighted these inequalities. School closures and the sudden shift to remote learning affected millions of children worldwide, especially those without internet access or digital devices. UNICEF (2021) reported that learners who faced prolonged disruptions showed declines in reading and mathematics. Although governments and schools tried to provide support, the learning gaps became apparent once children returned to the classroom. These gaps continue to affect their academic performance today.

School factors also matter greatly. Jerrim and Sims (2021) found that while classroom resources, such as textbooks and digital tools, improve learning opportunities, the way teachers utilize them is equally important. A well-trained teacher can maximize the potential of limited resources, whereas poorly supported teachers may struggle to help learners as effectively, even when resources are available. This highlights the importance of teacher competence and professional development worldwide. Globally, there is a consensus that improving academic performance in primary grades is critical for achieving Sustainable Development Goal 4, which calls for inclusive and equitable quality education for all. Yet, the challenges remain complex, especially in developing contexts. These global insights provide a backdrop for understanding how similar issues affect learners in Asia, including those in Southeast Asia.

Education systems vary widely, but many countries share common concerns about early grade learning. UNESCO Bangkok (2022) reported that, while more children are attending school than ever before, significant gaps remain in foundational

literacy and numeracy skills. In Southeast Asia, many children in primary grades struggle to read or understand simple texts and solve basic math problems.

Research shows that both student-level and family-level factors shape performance. Areepattamannil and Khine (2020) noted that motivation, study habits, and attendance are directly tied to achievement, while parental education and income influence how children engage with their studies. Families with higher education backgrounds often provide more guidance, resources, and encouragement, which improves learning outcomes.

The pandemic had a severe impact on Southeast Asia. Countries like Indonesia, Vietnam, and the Philippines struggled with the digital divide, where children in rural or poor households lacked access to devices and internet connectivity. This led to unequal learning opportunities and further widened achievement gaps (UNICEF, 2021). Even after schools reopened, many learners showed delays in literacy and numeracy, and teachers had to address these gaps while continuing with the curriculum. Geography also plays a role. Learners in urban areas typically have more access to tutoring centers and modern resources, whereas those in rural and coastal communities often rely primarily on schools with limited facilities. UNESCO (2022) emphasized that the digital divide is one of the largest contributors to ongoing learning inequalities in Asia. At the same time, school-level factors, such as teaching strategies, also matter. Nguyen et al. (2021) found that learner-centered approaches improve engagement and performance; however, teachers require proper training and support to implement them effectively.

This evidence clearly indicates that improving academic performance in the early grades necessitates addressing both family and school contexts. These findings are highly relevant to the Philippines, where similar challenges are observed. In the Philippines, Grade 3 marks a critical stage in basic education. At this point, learners are expected to demonstrate fluency in reading and competence in basic numeracy. However, national assessments show that many learners struggle to meet these expectations. The Department of Education (DepEd, 2023) acknowledged that the pandemic led to significant learning loss, particularly in literacy and mathematics, and that recovery remains a national priority. The Philippine Learning Recovery Plan (2022–2025) was introduced to help learners catch up, with a special focus on early grades.

Several studies have investigated the factors that affect performance in Philippine elementary schools. Socioeconomic conditions remain one of the most important. Learners from low-income families often face challenges such as limited school supplies, poor nutrition, and a lack of quiet study spaces. Parents who are busy with work or have low educational attainment may struggle to provide sufficient guidance (Malaluan & Mercado, 2022). These conditions directly influence children's ability to keep up with schoolwork.

Parental involvement is another factor. When parents take an active role in monitoring homework, communicating with teachers, and encouraging their children, academic performance tends to improve (Malaluan & Mercado, 2022). Unfortunately, not all parents are able to participate consistently, especially in poor communities where survival needs take priority.

School-related issues also contribute. SEAMEO INNOTECH (2021) emphasized that teacher training, classroom management, and access to instructional materials are strong determinants of learner success. Teachers who are creative and use interactive approaches are better able to engage learners; however, many face challenges, such as large class sizes and limited teaching aids.

Geography adds another layer. Learners in rural and remote areas face more difficulties compared to those in cities. Dela Cruz (2021) found that children in rural Northern Luzon often experience irregular attendance due to transportation issues and family responsibilities, such as farming and fishing. These learners also attend schools with limited resources and infrastructure, which impacts their academic outcomes. These studies emphasize the importance of examining academic performance within the context of local communities, as national trends often fail to reflect the unique challenges faced by specific areas accurately.

Education continues to face both resource and access issues in many rural areas of Northern Luzon. Cabatbat (2020) noted that learners often struggle with reading comprehension and numeracy because of limited enrichment opportunities and a lack of exposure to learning technologies. Teachers, meanwhile, often rely on traditional teaching methods and have limited training in more innovative approaches.

Dela Cruz (2021) observed that schools in rural settings often deal with overcrowded classrooms and irregular attendance. Children may be absent due to household chores, fishing, or farming responsibilities. Such interruptions make it harder for them to keep up academically, especially in Grade 3, where mastery of skills is expected.

In the Bolinao I District, socioeconomic conditions strongly influence how children perform in school. Many families rely on seasonal fishing or farming, leading to irregular incomes and limited resources for educational support. Parents may not always be able to monitor homework or provide supplementary materials. As a result, children's learning progress depends heavily on what happens inside the classroom.

At Cabuyao Elementary School, the academic performance of Grade 3 learners reflects many of these broader issues. Teachers have noted wide differences among learners. While some excel in literacy and numeracy, others struggle with basic skills. Attendance problems, lack of school supplies, and minimal parental involvement are recurring issues.

The digital divide also persists. While the school has made efforts to integrate technology, not all learners have equal access to or skills in using digital tools effectively. Teachers are doing their best to adapt, but gaps remain in ensuring equitable learning opportunities.

The pandemic also left lasting effects. During modular and distance learning, many learners fell behind in reading and math. Even after returning to in-person classes, some children still show gaps in foundational skills, making it difficult to catch up with the curriculum. These challenges highlight the importance of identifying the specific factors that affect learners' academic performance in school.

This study aims to identify the factors that affect academic performance in this particular context. By doing so, it aims to offer practical recommendations that can help teachers, parents, and administrators collaborate to enhance learner outcomes. The results will also contribute to district-wide strategies that support learners in rural communities.

1.2 Theoretical Framework

The academic performance of learners is influenced by numerous interrelated factors, which can be better understood through educational and developmental theories. This study on Grade 3 learners of Cabuyao Elementary School is anchored on three main theories: Bronfenbrenner's Ecological Systems Theory, Vygotsky's Sociocultural Theory, and the Expectancy-Value Theory of Motivation. These frameworks provide explanations on how home, school, and personal factors combine to shape learners' academic achievement.

First, Bronfenbrenner's Ecological Systems Theory explains that various layers of their environment influence a child's growth and development. The microsystem, which encompasses family, peers, and teachers, directly influences daily experiences, such as study habits and classroom participation. The mesosystem encompasses the interactions between home and school, including parental involvement in school activities and communication between teachers and parents. The exosystem includes factors outside the child's direct control, such as parental work conditions or community support, which still influence the child's learning opportunities. Finally, the macrosystem reflects cultural values and social expectations about education. For Grade 3 learners, this theory suggests that academic performance is not only a product of classroom teaching but also influenced by family support, socio-economic conditions, and the broader community (Neal & Neal, 2021).

Second, Vygotsky's sociocultural theory of learning emphasizes the role of social interaction and cultural tools in cognitive development. Vygotsky introduced the concept of the zone of proximal development (ZPD), which refers to tasks that learners cannot accomplish alone but can do with guidance from a teacher or a more knowledgeable peer. This is important in Grade 3 classrooms where children are developing foundational skills in reading, numeracy, and problem-solving. Through scaffolding, teachers provide structured support that allows learners to become independent in their tasks gradually. Peer collaboration also plays a role, as children learn from interacting and solving problems together. This theory explains why teaching strategies, classroom interactions, and supportive guidance have a strong influence on academic performance at this stage (Daniels, 2020).

Lastly, the Expectancy-Value Theory of Motivation explains how learners' motivation affects their academic success. According to this theory, two elements drive achievement: expectancy, which refers to the learner's belief in their ability to succeed, and value, which represents the importance they place on the task. For Grade 3 pupils, academic performance improves when they feel confident that they can handle their schoolwork and when they see learning as meaningful and useful. Teachers and parents contribute to this by giving encouragement, recognizing small achievements, and designing lessons that connect with learners' real-life experiences. If learners believe that their effort will lead to success and that the task has value, they are more likely to stay engaged and perform better (Wigfield et al., 2021).

In summary, these three theories provide a solid foundation for understanding the factors that affect the academic performance of Grade 3 learners. Bronfenbrenner highlights the influence of the environment and context, while Vygotsky emphasizes the role of social guidance and learning support. The Expectancy-Value Theory, on the other hand, focuses on the importance of motivation and self-belief. Together, these theories explain how home, school, and individual factors interact to shape learners' academic performance, serving as the guiding framework for this study.

1.3 Conceptual Framework

This study is guided by the Input-Process-Output (IPO) model, which serves as a structure to illustrate how various factors impact the academic performance of Grade 3 learners. The framework explains how personal, family, and school-related elements (input) are examined through systematic data collection and analysis (process) to determine their effect on learners' academic achievement and to develop appropriate instructional materials (output).

The input part consists of the factors that may affect the academic performance of Grade 3 learners. These include three major dimensions: learner-related factors, family-related factors, and school-related factors. Learner-related factors involve the pupils' personal profile and their learning habits. Family-related factors include parents' educational attainment, family income, educational assistance provided to their children, and the type of motivation offered at home. School-related factors involve access to learning resources as well as teachers' support and motivation. These inputs are aligned with the first sub-problem, which identifies the factors that may influence academic performance.

The process part refers to the methods used in gathering and analyzing data to answer the research questions. This involves the use of survey questionnaires, interviews, and the collection of academic records from Grade 3 learners during the first quarter of the 2025–2026 school year. Through statistical analysis, the study will determine the level of academic performance of learners and test the relationship between the identified factors and performance. This part addresses the second and third sub-problems, which focus on describing the respondents' academic performance and identifying the significant relationships between the variables.

The framework's output is a proposed set of instructional materials that will be developed based on the study's findings. These materials will be designed to strengthen areas where learners are most challenged and to support teachers and parents in guiding pupils toward better performance. The development of instructional materials directly responds to the fourth sub-problem, which aims to create interventions tailored to the actual needs of learners.

This IPO framework illustrates the logical flow of the study, where inputs represent the various factors affecting learning, processes involve the systematic analysis of these factors in relation to academic performance, and outputs provide practical instructional materials that can be used to enhance teaching and learning in Grade 3. This framework ensures that the study remains focused on identifying key influences on academic performance while offering solutions that are relevant and useful in the classroom setting.

1.4 Statement of the Problem

This study aims to identify the factors that influence the academic performance of Grade 3 learners at Cabuyao Elementary School in Bolinao I District during the 2025-2026 school year.

Specifically, it seeks to answer the following sub-problems:

1. What are the factors that affect academic performance?

- 1.1. Learner factors

- 1.1.1 personal profile; and
- 1.1.2 learning habits.
- 1.2 Family factor
 - 1.2.1 parents' education;
 - 1.2.2 family income;
 - 1.2.3 educational assistance extended to their children;
 - 1.2.4 motivation.
- 1.3. School factor
 - 1.3.1 access to resources;
 - 1.3.2 teachers' support and motivation;
2. What is the respondents' academic performance of Grade 3 learners during the 1st quarter of school year 2025-2026?
3. Is there a significant relationship between the factors and the academic performance of learners?
4. What plan of action can be proposed based on the study findings?

1.5 Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at an alpha level of 0.05.

1. There is no significant relationship between the factors and the academic performance of Grade 3 learners of Cabuyao Elementary School.

1.6 Scope and Delimitation of the Study

This study aims to identify the factors that influence the academic performance of Grade 3 learners at Cabuyao Elementary School in Bolinao I District during the 2025–2026 school year. It focuses on three main areas: learner factors, family factors, and school factors. Learner factors cover the learners' personal profiles and learning habits. Family factors include parents' educational attainment, family income, the educational assistance provided to their children, and the kind of motivation extended at home. School factors involve learners' access to resources and the support and motivation provided by teachers.

The scope of the study also includes the academic performance of Grade 3 learners based on their first-quarter grades for the school year 2025–2026. The performance level is assessed using documented school records, which reflect the learners' progress in classroom tasks and formal assessments. Additionally, the study aims to determine whether there is a significant relationship between the identified factors and learners' academic performance. The results will serve as the basis for proposing instructional materials that respond to the needs identified in the study.

This study is limited to Grade 3 learners who are officially enrolled at Cabuyao Elementary School in Bolinao I District. Findings are context-specific and cannot be fully generalized to other grade levels or schools, as these may have different resources, environments, and learning conditions. The focus is only on the first grading period, and performance in later quarters or overall yearly achievement is not included.

The study is also limited to selected factors such as learner, family, and school-related conditions. Other possible influences, including community environment, peer pressure, health conditions, or psychological factors, are not part of the investigation to maintain a clear focus on the variables identified in the statement of the problem.

1.7 Significance of the Study

The following illustrates how the results of the study are beneficial to the participants and stakeholders.

School Administrators. This study will provide school administrators with valuable insights into the different factors that affect the academic performance of Grade 3 learners. With these findings, administrators can create school programs and policies that are responsive to the learners' needs. They will also be guided in strengthening partnerships with teachers and parents to improve the overall quality of education.

Teachers. This study will help teachers understand how learner, family, and school factors influence pupils' performance. With this knowledge, they can adjust their teaching strategies, classroom practices, and use of instructional materials. Teachers will also be able to provide targeted support that motivates and encourages learners to perform better academically.

Learners. This study will benefit learners by identifying the challenges and factors that affect their academic performance. The results can be used to design instructional materials and interventions suited to their needs. In turn, learners will be able to develop stronger study habits, improve their confidence, and achieve better academic outcomes.

Parents. This study will help parents understand how their educational background, income, support, and motivation influence their child's academic performance. The findings may encourage parents to take a more active role in their child's learning by providing not only financial but also moral and emotional support at home.

Stakeholders. This study will guide stakeholders, including local government units, non-governmental organizations, and community leaders, in identifying the type of support schools and learners need. Through the findings, they can design programs, provide resources, or extend assistance that will enhance the academic success of learners.

Researchers. This study will add to the growing body of knowledge on the factors affecting academic performance in elementary education. It will serve as a useful reference for those conducting related studies, particularly in the areas of learner development, family influence, and school effectiveness.

Future Researchers. This study will serve as a guide for future researchers who may want to explore similar topics. They may use the findings as a basis for further study, expand them by incorporating other variables, or apply the same framework to different grade levels and schools to gain a broader understanding.

1.8 Definition of Terms

To provide clarity and a common understanding of the concepts used in this study, the following terms are defined lexically and operationally.

Academic Performance. It refers to the level of achievement a learner shows in school through grades, test results, and other academic tasks that measure knowledge and skills (Santrock, 2019). In this study, academic performance refers to the grades of Grade 3 learners in their 1st quarter of the school year 2025–2026 at Cabuyao Elementary School, which serves as the main indicator of their learning outcomes.

Grade 3 Learners. It refers to children who are in the third year of formal elementary education, usually around eight to nine years old, and are expected to develop foundational literacy, numeracy, and social skills (Papalia & Martorell, 2021). In this study, Grade 3 learners refer to the pupils officially enrolled in the third grade of Cabuyao Elementary School during the school year 2025–2026.

Learning Habits. It refers to the regular practices and behaviors that learners adopt in studying, such as time management, note-taking, reading routines, and preparation for lessons and exams (Ormrod, 2020). In this study, learning habits refer to the study routines and practices of Grade 3 learners, including how they review lessons, complete assignments, and manage their study time.

Learner Factors. It refers to the personal characteristics of students, including their background, abilities, attitudes, and behaviors, that influence how they learn and perform in school (Slavin, 2018). In this study, learner factors refer to the personal profiles and learning habits of Grade 3 pupils that may affect their academic performance.

Family Factors. It refers to the different aspects of family life, such as parental education, income, support, and home environment, that shape a child's learning experiences and academic outcomes (Epstein, 2018). In this study, family factors refer to parents' education, family income, the educational assistance given to learners, and the motivation provided by parents that may influence the performance of Grade 3 pupils.

School Factors. It refers to the school-related conditions, such as facilities, resources, environment, and teacher support, that contribute to learners' academic success or challenges (UNESCO, 2020). In this study, school factors refer to the availability of learning resources and the role of teachers in providing support and motivation to Grade 3 learners.

Teacher Support. It refers to the assistance and encouragement that teachers provide to their students, such as academic guidance, emotional support, and instructional help, which foster learning (Wentzel, 2016). In this study, teacher support refers to the ways teachers in Cabuyao Elementary School assist Grade 3 learners by providing guidance, encouragement, and strategies to enhance their academic performance.

Teacher Motivation. It refers to the drive or willingness of teachers to perform their duties effectively, often influenced by job satisfaction, recognition, and personal values (Ryan & Deci, 2020). In this study, teacher motivation refers to the actions and encouragement teachers provide to inspire Grade 3 learners to focus, participate, and perform better in their studies.

II. METHODOLOGY

This chapter discusses the research methodology, which encompasses the research design and the procedures employed to address research problems. Similarly, it discusses the data collection tools and the statistical treatments that will be used to analyze the data.

2.1 Research Design

This study employed a descriptive–correlational research design. This design is appropriate because the study not only aims to describe the factors that may influence the academic performance of Grade 3 learners but also to determine the possible relationship between these factors and the learners' performance. A descriptive approach allows the researcher to present the current conditions of learner factors, family factors, school factors, and teacher-related support. At the same time, the correlational aspect helps in analyzing whether these factors have a significant connection with the learners' academic outcomes.

According to Creswell and Creswell (2018), a descriptive–correlational design is useful when the goal of research is to describe existing conditions and examine associations among variables without manipulating them. Similarly, Gay et al. (2012) emphasize that correlational research provides an effective way of identifying patterns of relationships among variables in educational settings. Since this study focuses on naturally existing factors that may affect performance, manipulation or control of variables is not required. Instead, it is more important to understand the extent of their influence and how it is linked to academic performance.

2.2 Sources of Data

The study was conducted at Cabuyao Elementary School, located within the Bolinao I District. The school serves as one of the main learning institutions in the area, catering to the educational needs of young learners in the community. It provides a suitable setting for this study, as it accommodates Grade 3 learners, who are at a crucial stage in developing their academic skills and learning habits. The school's environment, facilities, and teaching support reflect the real classroom conditions where learner performance is shaped, making it an appropriate site for investigating the factors that affect academic performance.

The study spanned two academic periods. It commenced during the summer term of the school year 2024–2025, specifically from May 2025 to July 2025. This enabled the researcher to gather baseline data and prepare the necessary instruments for the study. The process then continued and was completed in the first semester of the school year 2025–2026, which ran from August 2025 to December 2025. This schedule ensured that the data collected reflected consistent learning conditions across two consecutive academic terms, giving a more reliable basis for analyzing the learners' academic performance.

2.3 Population Sampling

This study employed purposive sampling as the main sampling technique. The respondents were the 28 Grade 3 learners in the researcher's advisory class at Cabuyao Elementary School, Bolinao I District, during the 2025–2026 school year. Purposive sampling was employed because the study specifically focused on learners who were directly accessible to the researcher and could provide the relevant information needed to answer the research questions. Since the study aimed to determine the factors that affect

the academic performance of Grade 3 learners, it was appropriate to intentionally select this group, as they represent the population of interest.

Purposive sampling is often applied in educational research where the researcher deliberately selects participants who can give the most accurate and meaningful data for the study. According to Etikan and Bala (2017), purposive sampling enables the selection of participants based on specific criteria that align with the research objectives. More recent studies also highlight that purposive sampling is appropriate in classroom-based investigations because it ensures that the respondents are directly connected to the context being studied (Palinkas et al., 2021). In this study, the chosen learners were directly involved in the academic setting where the researcher also served as the class adviser, making the process practical, focused, and reliable.

2.4 Instrumentation and Data Collection

This study employed a self-constructed questionnaire as the primary research instrument. The researcher carefully designed the questionnaire to align with the objectives of the study and the statement of the problem. It examined the various factors influencing the academic performance of Grade 3 learners, specifically learner factors, family factors, and school factors. To ensure the quality and accuracy of the instrument, the questionnaire was validated by three experts in the field of education and research. Their comments and suggestions were used to refine the items, making them clearer and more suitable for the respondents.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

After the validation process, the questionnaire underwent a reliability test using Cronbach’s Alpha. This test measured the internal consistency of the items to determine whether they reliably assessed the intended constructs. According to Taber (2018), Cronbach’s Alpha is one of the most widely used reliability tests in education and social science research because it provides evidence of the consistency of the instrument. More recent studies also emphasize the importance of reliability testing, stating that a high Cronbach’s Alpha value indicates that the items in the questionnaire are dependable and suitable for data collection (Nunnally & Bernstein, 2020; Taherdoost, 2022).

The administration of the questionnaire was conducted face-to-face with the 28 Grade 3 learners at Cabuyao Elementary School. This method was chosen to enable the researcher to guide the learners in answering the questions, taking into account their young age. Face-to-face data collection also helps minimize misunderstandings and ensures that responses are accurate and reflective of the learners’ experiences (Creswell & Creswell, 2021). With this approach, the researcher was able to gather reliable and valid data that served as the basis for analyzing the factors influencing academic performance.

2.5 Result of Research Instrument Validation

The self-crafted questionnaire used in this study was subjected to content validation by three experts in the field of education and research. After their review, the instrument obtained an average validity rating of 4.03, which falls under the category of “very good.” This result indicates that the items were clear, relevant, and aligned with the study’s objectives.

To further ensure reliability, the questionnaire underwent a test of internal consistency using Cronbach’s alpha. The computed value was 0.867, which indicates a high level of reliability. According to Tavakol and Wetzal (2020), a Cronbach’s alpha value above 0.80 indicates strong internal consistency, meaning that the items effectively measure the same construct. This confirms that the instrument is dependable and can provide accurate data for the study.

With both validity and reliability established, the questionnaire was deemed appropriate for use in gathering information about the factors that affect the academic performance of Grade 3 learners at Cabuyao Elementary School.

2.6 Tools for Data Analysis

The data were carefully analyzed using appropriate statistical tools with the help of IBM SPSS Statistics 20. This process ensured that the results were accurate and reliable, truly reflecting the actual situation and providing answers to the concerns raised in the study.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the academic performance of Grade 3 learners, frequency counts, and percentages of the DepEd Grading Scale was employed with a descriptive equivalent shown below:

Median Score Range	Descriptive Equivalents
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
83 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

To answer sub-problem 3, to determine whether there is a significant relationship between the profile and the academic performance of Grade 3 learners, Pearson’s r was utilized.

To answer sub-problem 4, a plan of action was proposed to be aligned with the findings of the study.

III. RESULTS AND DISCUSSION

This chapter presents the study's results based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

3.1 Profile of the Respondents

This section presents the different factors that may affect the academic performance of Grade 3 learners.

Table 1. Profile of the Grade 3 Learners in Terms of Age

Age	Frequency	Percent
8 years old	20	71.4
9 years old	6	21.4
10 years old	1	3.6
11 years old	1	3.6
Total	28	100.0

Table 1 shows that most Grade 3 learners are 8 years old (71.4%), which is the expected age for their grade level. A smaller group is 9 years old (21.4%), while very few are 10 and 11 years old (3.6% each). This means that while many learners are on track, some are older than expected, which may be due to late school entry, irregular attendance, or family and economic challenges.

Being overage in class can affect learning and participation, as these children may face difficulties in keeping up academically or socially. Studies have shown that factors such as family income, parental involvement, and school resources significantly influence children's progress (Huang & Fang, 2022; Areepattamannil & Khine, 2020). In rural areas such as Bolinao, limited resources and community challenges also play a role (Dela Cruz, 2021; SEAMEO INNOTECH, 2021).

Overall, the age profile reflects both the readiness of most learners and the struggles of some who need additional support. This highlights the importance of addressing both classroom and community factors to help all Grade 3 learners succeed (DepEd, 2023; UNICEF, 2021).

Table 2. Profile of the Grade 3 Learners in Terms of Sex

Sex	Frequency	Percent
Male	10	35.7
Female	18	64.3
Total	28	100.0

Table 2 shows that out of the 28 Grade 3 learners, 10 are male (35.7%) while 18 are female (64.3%). This means that there are more girls than boys enrolled in the class. The larger number of females is consistent with some educational trends where girls are often reported to have higher participation and persistence in school compared to boys. However, it is essential to recognize that both boys and girls encounter distinct challenges that can impact their learning.

Education in the early grades, especially in Grade 3, is a critical stage where children transition from learning basic literacy skills to applying them in more complex tasks. Studies have shown that performance in this stage is influenced not only by sex but also by factors such as motivation, family support, school conditions, and teacher guidance (Areepattamannil & Khine, 2020; Jerrim & Sims, 2021). While girls may sometimes show stronger academic outcomes in reading, boys often excel in other areas, and both groups require equal attention and support.

In rural communities like Bolinao, factors such as family responsibilities, limited resources, and the lingering effects of the pandemic continue to shape children's learning experiences (UNICEF, 2021; DepEd, 2023). Therefore, while the class is female-dominated, addressing the needs of both sexes is crucial to ensure that every learner—whether male or female—has the opportunity to succeed academically.

Table 3. Learning Habits of the Grade 3 Learners

LEARNING HABITS	Weighted Mean	Descriptive Equivalent
Consistent in study routine (<i>Consistent sa pagsunod sa araw-araw na oras ng pagaaral.?</i>)	3.14	Moderate
Participates in class discussions and activities. (<i>Nakikilahok sa mga talakayan at aktibidad sa klase.</i>)	3.00	Moderate
Manages and balance time effectively on academic tasks, extracurricular activities, and personal commitments. (<i>Maayos na namamahala ngoras at nakakabalanse ng mga akademikong gawain, extracurricular activities, at personal na mga responsibilidad.</i>)	2.71	Moderate
Uses available learning resources, such as textbooks, online materials, and libraries. (<i>Gumagamit ng mga magagamit na</i>	2.57	Moderate

<i>learning resources, tulad ng mga textbooks, online na materyales, at aklatan.)</i>		
Reviews lessons, notes, and materials to reinforce understanding and retention of information. (Nagrerebyu ng mga aralin, tala, at materyales upang palakasin ang pang-unawa at pagtaglay ng impormasyon.)	2.64	Moderate
Engages in collaborative learning activities that foster teamwork, communication skills, and shared understanding. (Nakikilahok sa mga pagsasanay ng magkatuwangang pag-aaral na nagpapalalim sa pagtatrabaho ng magkasamang koponan, kasanayan sa pakikipagtalastasan, at pagkakaroon ng iisang pang-unawa.)	2.82	Moderate
Develops effective note-taking skills that are essential for capturing key points during lectures and readings. (Nalilikha ang epektibong paraan ng pagsusulat ng mga tala na mahalaga para sa pagsasagap ng mga pangunahing puntos sa mga leksyon at babasahin.)	2.43	Low
Sets realistic and achievable goals with a clear direction and motivation for their studies. (Nagtatag ng mga makatwirang at maipatutupad na mga layunin na may malinaw na direksyon at motibasyon para sa kanilang pag-aaral.)	2.54	Moderate
Adapts various learning styles that ensures to grasp information in different ways. (Sumusunod sa iba't ibang estilo ng pag-aaral na nagtataglay ng kakayahan na maunawaan ang impormasyon sa iba't ibang paraan.)	2.57	Moderate
Adapts various learning styles that ensures to grasp information in different ways. (Sumusunod sa iba't ibang estilo ng pag-aaral na nagtataglay ng kakayahan na maunawaan ang impormasyon sa iba't ibang paraan.)	3.04	Moderate
Knows when to seek help, whether from teachers, peers, or additional resources that demonstrate humility and a proactive attitude towards understanding challenging concepts. (Alam kung kailan humingi ng tulong, mula sa mga guro, mga kasamahan sa klase, o karagdagang sanggunian, na nagpapakita ng kababaang-loob at proaktibong pag-uugma sa mga masusing konsepto.)	3.14	Moderate
Average Weighted Mean	3.06	Moderate

Table 3 shows that Grade 3 learners of Cabuyao Elementary School have a moderate level of learning habits (overall mean = 3.06). They are fairly consistent in their study routines and know when to seek help, but they struggle with note-taking, goal-setting, and maximizing resources. This means that while learners try to study, their habits are not yet fully developed to support stronger academic performance.

These findings reflect global and local trends where study habits, motivation, and access to resources strongly influence learning outcomes (Huang & Fang, 2022; DepEd, 2023). In rural Philippine schools, limited parental involvement and resources often weaken learners' study routines (Malaluan & Mercado, 2022). For Cabuyao Elementary, strengthening note-taking, time management, and the use of learning materials is crucial, especially since Grade 3 is a key stage where children shift from "learning to read" to "reading to learn." This aligns with Bronfenbrenner's Ecological Systems Theory, which emphasizes the influence of home and school, Vygotsky's Sociocultural Theory, and the Expectancy-Value Theory, highlighting the role of confidence and motivation in learners' success.

Table 4. Parents' Profile of the Grade 3 Learners in Terms of Highest Educational Attainment

Parent	Highest Educational Attainment	Frequency	Percentage
Father	No College/Vocational	24	85.7
	Vocational	4	14.3
	Total	28	100
Mother	No College/Vocational	25	89.3
	Vocational	3	10.7
	Total	28	100

Table 4 shows that most parents of Grade 3 learners at Cabuyao Elementary School did not pursue higher education. For fathers, 85.7% did not attend college or vocational courses, while only 14.3% reached vocational training. Similarly, 89.3% of mothers did not pursue further studies, and only 10.7% attained vocational education. This indicates that the majority of learners come from families with low parental educational attainment.

This finding is important because parental education strongly influences children's academic performance. International and local studies highlight that parents with higher education often provide more guidance, resources, and support for learning, while lower educational attainment may limit their ability to help with schoolwork (Huang & Fang, 2022; Malaluan & Mercado, 2022). For Grade 3 learners—who are at a critical stage of shifting from "learning to read" to "reading to learn"—limited parental

support can make it harder to build strong study habits and mastery of foundational skills. In the context of Bolinao, where families often face socioeconomic challenges, this adds another layer of difficulty for children’s academic success.

Table 5. Parents’ Profile of the Grade 3 Learners in Terms of Total Monthly Family Income

Total Monthly Family Income	Frequency	Percent
₱10,000.00 and below	13	46.4
₱10,001.00 – ₱20,000.00	14	50.0
₱20,001.00 – ₱30,000.00	1	3.6
Total	28	100.0

Table 5 shows that half of the families of Grade 3 learners at Cabuyao Elementary School (50%) earn between ₱10,001 and ₱20,000 monthly, while 46.4% live on ₱10,000 or less. Only one family (3.6%) falls in the ₱20,001–₱30,000 bracket. This means most learners come from households with modest or low income, reflecting the socioeconomic conditions common in rural coastal communities like Bolinao.

This finding is important because socioeconomic status (SES) is widely recognized as one of the strongest predictors of academic performance. Families with limited income often struggle to provide adequate school supplies, digital resources, or quiet study spaces, which can affect children’s readiness to learn (Huang & Fang, 2022). In contrast, families with greater financial stability can typically provide more comprehensive support, such as tutoring, books, or internet access. For Grade 3 learners, who are at a turning point from “learning to read” to “reading to learn,” these gaps can make a big difference in how well they master literacy and numeracy skills.

In the context of Cabuyao Elementary School, this income profile highlights why many learners rely heavily on classroom instruction as their main source of academic support. It also explains some of the challenges teachers face in addressing varied learning needs. Research indicates that improving performance in primary grades requires not only strong teaching but also addressing family and community-level barriers to learning (Malaluan & Mercado, 2022).

Table 6. Level of Parents’ Educational Support

Educational Support (<i>Suportang Pang-edukasyon</i>)	Weighted Mean	Descriptive Equivalent
Participates in homework sessions, providing guidance and clarification on challenging concepts.	2.93	Supportive
Reviews completed assignments, offering constructive feedback and assistance. (<i>Aktibong nagrerepaso ng mga tapos nang gawain, nagbibigay ng konstruktibong feedback at tulong.</i>)	2.75	Supportive
Ensures the availability of essential educational resources, such as books, stationery, and a dedicated study space. (<i>Tinututukan ang kahalagahan ng mga pangunahing kagamitang pang-edukasyon, tulad ng mga libro, kagamitang pangsulat, at isang itinakdang lugar para mag-aral.</i>)	2.64	Supportive
Facilitates access to educational tools and technology for research and learning purposes. (<i>Nagpapadali ng access sa mga kasangkapan at teknolohiya para sa pananaliksik at pag-aaral.</i>)	2.46	Less Supportive
Maintains open communication with teachers to stay informed about the child’s academic progress. (<i>Nagpapanatili ng bukas na komunikasyon sa mga guro upang malaman ang progress ng bata sa akademiks.</i>)	2.82	Supportive
Explores educational games, attending workshops, or participating in extracurricular activities that enhance the child’s learning experience. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba’t ibang paksa.</i>)	2.54	Moderate
Encourages their child to approach challenges independently, solve problems, and think critically about various subjects. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba’t ibang paksa.</i>)	2.68	Supportive
Provides positive reinforcement, celebrate achievements (big or small), and instill a love for learning contribute significantly to their child’s overall academic success. (<i>Nagbibigay ng positibong pagsigla, nagdiriwang ng tagumpay (malaki man o maliit), at itinuturo ang pagmamahal sa pag-aaral na malaki ang kontribusyon sa pangkalahatang tagumpay ng bata sa akademiks.</i>)	2.61	Supportive
Assists in creating schedules, prioritizing tasks, and teaching organizational skills, promoting a structured approach to academic responsibilities. (<i>Tumutulong sa paggawa ng mga schedules, pag-prioritize ng mga gawain, at pagtuturo ng organizational skills, na nagpo-</i>	2.43	Less Supportive

<i>promote ng isang maayos na paraan ng pagtugon sa mga akademikong responsibilidad.)</i>		
Exposes to a variety of subjects, encourages curiosity-driven exploration, and supports educational pursuits beyond the standard curriculum. (<i>Ipinapakita sa kanila ang iba't ibang paksa, ine-encourage ang pagbibigay hilig sa pag-explora, at sinusupportahan ang mga edukasyonal na layunin sa labas ng karaniwang kurikulum.</i>)	2.57	Supportive
Average Weighted Mean	2.64	Supportive

Table 6 shows that the overall weighted mean of 2.64 indicates that parents of Grade 3 learners at Cabuyao Elementary School are generally supportive of their children's education. Parents actively help with homework (2.93), review assignments (2.75), and maintain communication with teachers (2.82). They also encourage (2.68) and positive reinforcement (2.61). However, support is weaker in providing access to technology (2.46) and helping with schedules and organization (2.43), which were rated less supportive.

This suggests that while parents are engaged in traditional ways, such as guiding assignments and motivating their children, many lack the resources or capacity to extend support in areas that require financial or technical means, like digital learning tools. These findings align with studies that highlight the strong influence of socioeconomic conditions and parental involvement on early academic performance (Huang & Fang, 2022; Malaluan & Mercado, 2022).

For Grade 3 learners transitioning from "learning to read" to "reading to learn," consistent parental support is vital for developing strong literacy and numeracy skills. Yet, limited access to educational resources and technology creates gaps that can hinder progress, especially in rural communities like Bolinao. This reinforces the importance of strengthening both home-based support and school interventions to help learners succeed.

Table 7. Level of Parents' Motivational Support

Motivational Support (<i>Supportang Motibisyon ng Magulang</i>)	Weighted Mean	Descriptive Equivalent
Participates in homework sessions, providing guidance and clarification on challenging concepts.	2.64	Supportive
Reviews completed assignments, offering constructive feedback and assistance. (<i>Aktibong nagrerepaso ng mga tapos nang gawain, nagbibigay ng konstruktibong feedback at tulong.</i>)	2.61	Supportive
Ensures the availability of essential educational resources, such as books, stationery, and a dedicated study space. (<i>Tinututukan ang kahalagahan ng mga pangunahing kagamitang pang-edukasyon, tulad ng mga libro, kagamitang pangsulat, at isang itinakdang lugar para mag-aral.</i>)	2.57	Supportive
Facilitates access to educational tools and technology for research and learning purposes. (<i>Nagpapadali ng access sa mga kasangkapan at teknolohiya para sa pananaliksik at pag-aaral.</i>)	2.68	Supportive
Maintains open communication with teachers to stay informed about the child's academic progress. (<i>Nagpapanatili ng bukas na komunikasyon sa mga guro upang malaman ang progress ng bata sa akademiks.</i>)	2.57	Supportive
Explores educational games, attending workshops, or participating in extracurricular activities that enhance the child's learning experience. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.</i>)	2.57	Supportive
Encourages their child to approach challenges independently, solve problems, and think critically about various subjects. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.</i>)	2.57	Supportive
Provides positive reinforcement, celebrate achievements (big or small), and instill a love for learning contribute significantly to their child's overall academic success. (<i>Nagbibigay ng positibong pagsigla, nagdiriwang ng tagumpay (malaki man o maliit), at itinuturo ang pagmamahal sa pag-aaral na malaki ang kontribusyon sa pangkalahatang tagumpay ng bata sa akademiks.</i>)	2.71	Supportive
Assists in creating schedules, prioritizing tasks, and teaching organizational skills, promoting a structured approach to academic responsibilities. (<i>Tumutulong sa paggawa ng mga schedules, pag-prioritize ng mga gawain, at pagtuturo ng organizational skills, na nagpo-promote ng isang maayos na paraan ng pagtugon sa mga akademikong responsibilidad.</i>)	2.71	Supportive
Exposes to a variety of subjects, encourages curiosity-driven exploration, and supports educational pursuits beyond the standard	2.68	Supportive

curriculum. (<i>Ipinapakita sa kanila ang iba't ibang paksa, ine-encourage ang pagbibigay hilig sa pag-explora, at sinusupportahan ang mga edukasyonal na layunin sa labas ng karaniwang kurikulum.</i>)		
Average Weighted Mean	2.63	Supportive

Table 7 shows that the overall weighted mean of 2.63 indicates that parents of Grade 3 learners at Cabuyao Elementary School are generally supportive in providing motivational assistance. Parents give encouragement, celebrate achievements (2.71), guide learners during homework (2.64), and maintain communication with teachers (2.57). They also try to provide resources and expose children to wider learning opportunities (2.68). Although all areas were rated as “supportive,” the scores suggest that parental motivation is present but not always consistent or strong.

This finding confirms the important role of parents in sustaining children’s interest and persistence in learning. As evidenced in global and local studies, when parents provide encouragement, guidance, and resources, children are more likely to perform academically better (Huang & Fang, 2022; Malaluan & Mercado, 2022). For Grade 3 learners, who are at a crucial stage of transitioning from “learning to read” to “reading to learn,” consistent motivational support helps them develop confidence, resilience, and a positive attitude toward schooling.

In the context of Cabuyao Elementary School, this indicates that while most parents strive to be supportive, gaps persist in providing consistent guidance and resources. Addressing these gaps through stronger home–school partnerships can further improve the academic performance of learners in the district.

Table 8. Availability and Access to School Resources

Availability and Access to School Resources	Weighted Mean	Descriptive Equivalent
Borrows books from the library. (<i>Paghiram ng mga libro mula sa aklatan.</i>)	1.43	Never
Uses computer laboratory for academic purposes. (<i>Paggamit ng computer laboratory para sa mga akademikong layunin.</i>)	1.07	Never
Uses sports equipment and physical education facilities. (<i>Paggamit ng kagamitang pang-eskwela at pasilidad para sa edukasyong pisikal.</i>)	1.39	Never
Participates in art classes and utilization of art studio resources. (<i>Pagsali sa mga klase sa sining at paggamit ng mga kagamitan sa art studio.</i>)	1.57	Rarely
Utilizes science laboratory and equipment for school experiment activities. (<i>Paggamit ng science laboratory at kagamitan para sa mga gawain sa paaralan.</i>)	1.25	Never
Uses the school music studio and musical instruments. (<i>Paggamit ng music studio at mga instrumento sa paaralan.</i>)	1.11	Never
Utilizes school-covered court/gymnasium/ for school-based activities. (<i>Paggamit ng school-covered court/gymnasium para sa mga gawain sa paaralan.</i>)	3.79	High
Average Weighted Mean	1.66	Low

Table 8 shows that the average weighted mean of 1.66, interpreted as Low, indicates that Grade 3 learners at Cabuyao Elementary School have very limited access to school resources. Learners rarely or never use essential facilities such as the library, computer lab, science lab, or music studio. The only resource often utilized is the covered court or gymnasium (3.79, High), which is mostly used for school-based activities. This suggests that academic-related resources are underutilized, leaving learners with few opportunities to enrich their learning beyond the classroom.

This result reflects broader concerns in education, particularly in rural areas, where access to learning resources is often limited due to financial, geographical, or institutional constraints (UNESCO, 2022). Studies show that such gaps hinder learners’ ability to master foundational skills, such as reading and numeracy, which are crucial by Grade 3 (DepEd, 2023; Huang & Fang, 2022). In contrast, teachers may provide guidance and scaffolding, but the lack of resources limits children’s opportunities to explore, practice, and apply knowledge. In line with Bronfenbrenner’s theory, this highlights how the school environment directly shapes learners’ academic outcomes.

Thus, improving the accessibility and utilization of school resources is critical. Addressing this issue would not only help close learning gaps caused by the pandemic but also ensure that Grade 3 learners develop the skills needed to transition successfully from “learning to read” to “reading to learn.”

Table 9. Level of Teachers’ Educational Support

Educational Support (<i>Suportang Pang-edukasyon</i>)	Weighted Mean	Descriptive Equivalent
Participates in homework sessions, providing guidance and clarification on challenging concepts.	3.07	Supportive
Reviews completed assignments, offering constructive feedback and assistance. (<i>Aktibong nagrerepaso ng mga tapos nang gawain, nagbibigay ng konstruktibong feedback at tulong.</i>)	3.39	Supportive
Ensures the availability of essential educational resources, such as books, stationery, and a dedicated study space. (<i>Tinututukan ang kahalagahan ng mga pangunahing kagamitang pang-edukasyon, tulad</i>	3.21	Supportive

<i>ng mga libro, kagamitang pangsulat, at isang itinakdang lugar para mag-aral.)</i>		
Facilitates access to educational tools and technology for research and learning purposes. (Nagpapadali ng access sa mga kasangkapan at teknolohiya para sa pananaliksik at pag-aaral.)	3.14	Supportive
Maintains open communication with teachers to stay informed about the child's academic progress. (Nagpapanatili ng bukas na komunikasyon sa mga guro upang malaman ang progress ng bata sa akademiks.)	3.21	Supportive
Explores educational games, attending workshops, or participating in extracurricular activities that enhance the child's learning experience. (Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.)	3.36	Moderate
Encourages their child to approach challenges independently, solve problems, and think critically about various subjects. (Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.)	3.68	Very Supportive
Provides positive reinforcement, celebrate achievements (big or small), and instill a love for learning contribute significantly to their child's overall academic success. (Nagbibigay ng positibong pagsigla, nagdiriwang ng tagumpay (malaki man o maliit), at itinuturo ang pagmamahal sa pag-aaral na malaki ang kontribusyon sa pangkalahatang tagumpay ng bata sa akademiks.)	3.29	Supportive
Assists in creating schedules, prioritizing tasks, and teaching organizational skills, promoting a structured approach to academic responsibilities. (Tumutulong sa paggawa ng mga schedules, pag-prioritize ng mga gawain, at pagtuturo ng organizational skills, na nagpo-promote ng isang maayos na paraan ng pagtugon sa mga akademikong responsibilidad.)	3.68	Very Supportive
Exposes to a variety of subjects, encourages curiosity-driven exploration, and supports educational pursuits beyond the standard curriculum. (Ipinapakita sa kanila ang iba't ibang paksa, ine-encourage ang pagbibigay hilig sa pag-explora, at sinusupportahan ang mga edukasyonal na layunin sa labas ng karaniwang kurikulum.)	3.25	Supportive
Average Weighted Mean	3.33	Supportive

Table 9 reveals that the overall weighted mean of 3.33, interpreted as "Supportive," indicates that teachers at Cabuyao Elementary School consistently provide educational support to Grade 3 learners. They guide students in homework, review outputs, ensure resources are available, and maintain communication with parents. The highest-rated practices include encouraging independence and problem-solving (3.68, Very Supportive) and teaching organization skills through scheduling and prioritization (3.68, Very Supportive). Meanwhile, participation in workshops and extracurricular activities received the lowest support (3.36, Moderate), suggesting limited extension beyond regular academics.

These findings align with global and local studies that highlight the role of teachers and family-school collaboration in shaping learner achievement. Research indicates that when learners are encouraged to think critically, celebrate their achievements, and adopt structured study habits, their academic performance improves (Areepattamannil & Khine, 2020; Malaluan & Mercado, 2022). However, limitations in extracurricular engagement mirror the broader issues in rural schools, where resource and time constraints restrict enrichment opportunities (UNESCO, 2022).

In light of the global and local contexts, this result highlights that teacher support is crucial during Grade 3, a pivotal transition from "learning to read" to "reading to learn." By combining guidance, feedback, and motivation, teachers directly shape learners' confidence and performance, especially in settings where family and socioeconomic challenges remain barriers.

Table 10. Level of Teachers' Motivational Support

Motivational Support (Suportang Motibisyon ng Guro)	Weighted Mean	Descriptive Equivalent
Participates in homework sessions, providing guidance and clarification on challenging concepts.	3.32	Supportive
Reviews completed assignments, offering constructive feedback and assistance. (Aktibong nagrerepaso ng mga tapos nang gawain, nagbibigay ng konstruktibong feedback at tulong.)	3.25	Supportive
Ensures the availability of essential educational resources, such as books, stationery, and a dedicated study space. (Tinututukan ang kahalagahan ng mga pangunahing kagamitang pang-edukasyon, tulad ng mga libro, kagamitang pangsulat, at isang itinakdang lugar para mag-aral.)	3.29	Supportive

Facilitates access to educational tools and technology for research and learning purposes. (<i>Nagpapadali ng access sa mga kasangkapan at teknolohiya para sa pananaliksik at pag-aaral.</i>)	3.18	Supportive
Maintains open communication with teachers to stay informed about the child's academic progress. (<i>Nagpapanatili ng bukas na komunikasyon sa mga guro upang malaman ang progress ng bata sa akademiks.</i>)	3.18	Supportive
Explores educational games, attending workshops, or participating in extracurricular activities that enhance the child's learning experience. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.</i>)	3.32	Supportive
Encourages their child to approach challenges independently, solve problems, and think critically about various subjects. (<i>Ine-encourage ang anak na harapin nang independiyente ang mga hamon, solusyunan ang mga problemang kinakaharap, at mag-isip ng critically sa iba't ibang paksa.</i>)	3.61	Very Supportive
Provides positive reinforcement, celebrate achievements (big or small), and instill a love for learning contribute significantly to their child's overall academic success. (<i>Nagbibigay ng positibong pagsigla, nagdiriwang ng tagumpay (malaki man o maliit), at itinuturo ang pagmamahal sa pag-aaral na malaki ang kontribusyon sa pangkalahatang tagumpay ng bata sa akademiks.</i>)	3.21	Supportive
Assists in creating schedules, prioritizing tasks, and teaching organizational skills, promoting a structured approach to academic responsibilities. (<i>Tumutulong sa paggawa ng mga schedules, pag-prioritize ng mga gawain, at pagtuturo ng organizational skills, na nagpo-promote ng isang maayos na paraan ng pagtugon sa mga akademikong responsibilidad.</i>)	3.36	Supportive
Exposes to a variety of subjects, encourages curiosity-driven exploration, and supports educational pursuits beyond the standard curriculum. (<i>Ipinapakita sa kanila ang iba't ibang paksa, ine-encourage ang pagbibigay hilig sa pag-explora, at sinusupportahan ang mga edukasyonal na layunin sa labas ng karaniwang kurikulum.</i>)	3.29	Supportive
Average Weighted Mean	3.30	Supportive

Table 10 shows that the overall weighted mean of 3.30, interpreted as Supportive, indicates that teachers at Cabuyao Elementary School consistently provide motivational support to Grade 3 learners. The highest-rated practice was encouraging independence, problem-solving, and critical thinking (3.61, Very Supportive), which highlights how teachers empower learners to tackle challenges independently. Meanwhile, the lowest levels of support were observed in facilitating access to technology and maintaining communication with parents (3.18, Supportive), indicating that resource gaps and limited home-school collaboration continue to be challenges.

These findings align with global and local studies that show teacher motivation has a strong influence on learner performance in the early grades, when children transition from “learning to read” to “reading to learn.” Research emphasizes that providing encouragement, feedback, and meaningful learning experiences builds learner confidence and resilience (Areepattamannil & Khine, 2020; Wigfield et al., 2021). However, limitations in resources and parental engagement—common in rural contexts—reflect the broader educational inequalities noted by UNESCO (2022) and UNICEF (2021).

Table 11. Academic Performance of Grade 3 Learners During 1st Quarter

Rating	Descriptive Equivalent	Frequency	Percentage
75 – 79	Fairly Satisfactory	9	32.1
80 – 84	Satisfactory	9	32.1
85 – 89	Very Satisfactory	2	7.1
90 – 100	Outstanding	8	28.6
Total		28	100.0

Table 11 shows the academic performance of Grade 3 learners during the first quarter. The results reveal that most pupils fall within the middle ranges: 32.1% were rated as Fairly Satisfactory (75–79), and another 32.1% were rated as Satisfactory (80–84). A smaller group of learners, 7.1%, achieved Very Satisfactory (85–89), while 28.6% performed at the highest level of Outstanding (90–100). These figures suggest that while some learners excel, a large portion of the class remains in the average range, showing room for improvement in foundational skills.

This pattern reflects the global and local findings that early grade learners often face barriers that affect their progress. Grade 3 is a crucial stage where children transition from “learning to read” to “reading to learn,” and gaps in literacy and numeracy at this point can significantly impact their future success. Studies have highlighted that socioeconomic status, parental involvement, and access to resources are significant influences on learner outcomes (Huang & Fang, 2022; Malaluan & Mercado, 2022). In the

case of Cabuyao Elementary School, the results reflect these challenges, as many families have modest incomes and learners often lack enrichment opportunities at home.

The distribution of performance also highlights the uneven progress that can occur in rural schools. While some pupils manage to achieve Outstanding despite the challenges, many struggle to exceed Fairly Satisfactory. This shows that family background, teaching strategies, and school conditions all interact to shape learning outcomes. In line with DepEd’s call for recovery in basic education, these findings highlight the need for stronger support in literacy, numeracy, and parental engagement, enabling more learners to reach higher levels of achievement.

Table 12. Test of Relationship between Academic Performance and Profile of Grade 3 Learners in terms of Learners' Factors

Profile	Correlation Coefficient	Academic Performance
Age ^a	r	-0.311
	Sig.	0.107
Sex ^b	r	0.093
	Sig.	0.640
Learning Habits ^a	r	0.868**
	Sig.	0.000

Legend: a.Pearson R b.Point Biserial Correlation

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 12 presents the relationship between learners’ factors and their academic performance. The results show that age ($r = -0.311, p = 0.107$) and sex ($r = 0.093, p = 0.640$) do not have a significant relationship with performance, meaning that these variables do not strongly influence how Grade 3 learners perform in school. On the other hand, learning habits exhibit a very strong positive correlation with academic performance ($r = 0.868, p < 0.001$). This means that learners with better study habits, such as consistent review, staying focused in class, and effective time management, tend to achieve higher scores.

This finding aligns with international and local studies that highlight the central role of personal effort and learning routines in children’s success (Arepattamannil & Khine, 2020; Malaluan & Mercado, 2022). It also reflects the idea that in Grade 3, when children are transitioning from “learning to read” to “reading to learn,” strong study habits are necessary for mastering literacy and numeracy skills. Even if age, sex, or background factors vary, what matters most is how learners approach their studies and how teachers and parents help them develop effective habits.

In the case of Cabuyao Elementary School, this suggests that programs aiming to improve academic performance should focus on strengthening study habits through guided practice, parental involvement, and supportive teaching strategies. Doing so can help address the learning gaps observed in many rural schools and support the Department of Education’s (DepEd) goal of improving foundational skills in the early grades.

Table 13. Test of Relationship between Academic Performance and Profile of Grade 3 Learners in terms of Family Factors

Profile		Correlation Coefficient	Academic Performance
Highest Educational Attainment	Father	r	-0.108
		Sig.	0.586
	Mother	r	0.160
		Sig.	0.417
Total Monthly Family Income	r	0.345	
	Sig.	0.072	
Parents’ Educational Support	r	0.899**	
	Sig.	0.000	
Parents’ Motivational Support	r	0.900**	
	Sig.	0.000	

Legend:

****.** Correlation is significant at the 0.01 level (2-tailed).

The results in Table 13 show that the educational attainment of both fathers and mothers has no significant relationship with the academic performance of Grade 3 learners. Likewise, while family income shows a moderate positive relationship ($r = 0.345$), it is not statistically significant. The strongest predictors of performance are parental support. Both educational support ($r = 0.899, p < 0.001$) and motivational support ($r = 0.900, p < 0.001$) have very strong and significant positive correlations, indicating that learners perform better when parents actively assist with schoolwork and provide encouragement.

These findings highlight that beyond income or educational background, it is the quality of involvement and support from parents that most directly impacts a child’s learning. This reflects broader evidence showing that academic success in early grades depends not only on resources but also on how families engage with their children’s education. As international studies indicate, children thrive when parents create a supportive home environment, offer guidance, and demonstrate an interest in their learning. In the context of Cabuyao Elementary School, this means that strengthening parental involvement could play a crucial role in improving the academic performance of Grade 3 learners despite existing economic and resource challenges.

Table 14. Test of Relationship between Academic Performance and Profile of Grade 3 Learners in terms of School Factors

Profile	Correlation Coefficient	Academic Performance
Availability of Resources	r	0.244
	Sig.	0.212
Teachers' Educational Support	r	0.199
	Sig.	0.311
Teachers' Motivational Support	r	0.184
	Sig.	0.349

The results in Table 14 indicate that school factors, including the availability of resources, teachers' educational support, and teachers' motivational support, exhibit positive but weak correlations with the academic performance of Grade 3 learners. However, these relationships are not statistically significant, as indicated by their p-values being above 0.05. This means that, in this context, the availability of classroom resources and the role of teachers' support do not strongly determine learners' academic performance.

When linked to global and local studies, this finding reflects the complexity of educational outcomes. Research indicates that while school factors are important, they often interact with deeper issues, such as family background, socioeconomic conditions, and learner motivation (Jerrim & Sims, 2021; Malaluan & Mercado, 2022). For example, resources and teacher support may only have a strong effect if learners also have stable home environments and parental involvement. In Cabuyao Elementary School, where many families face economic challenges, this suggests that the broader context of support outside the classroom is equally critical for learners' success.

Thus, although teachers and resources play a crucial role, this study emphasizes that improving academic performance in Grade 3 necessitates a comprehensive approach. Strengthening home-school collaboration and addressing family-related barriers may help maximize the impact of teacher efforts and school resources. This aligns with the view that a single factor does not shape education, but by the combined influence of learners, families, schools, and communities.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the results gathered, analyzed, and interpreted.

4.1 Summary

The study was conducted to determine the factors that affect the academic performance of Grade 3 learners at Cabuyao Elementary School in Bolinao I District for the school year 2025–2026. It aimed to examine how learner, family, and school factors influence learners' academic performance. The study was guided by the hypothesis that there is no significant relationship between the identified factors and the academic performance of Grade 3 learners.

The research employed a descriptive-correlational design, which was appropriate since it allowed the researcher to describe the existing conditions and test the relationship between the different variables. The participants in the study were 28 Grade 3 learners from the researcher's class advisory, selected through purposive sampling.

For data gathering, a self-crafted questionnaire was used to collect information about learner, family, and school factors. The instrument was validated by three experts and yielded an overall rating of 4.03. Its reliability was confirmed through Cronbach's alpha, which resulted in 0.867, indicating strong internal consistency. The questionnaire was administered face-to-face with the learners to ensure accuracy of responses.

To analyze the data, descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the profile of the learners and the identified factors. Correlation analysis was also applied to determine the relationship between the factors and the learners' academic performance. These tools ensured that the objectives of the study were properly addressed and that the hypothesis was tested fairly.

4.2 Conclusions

From the presented results, the following conclusions are drawn:

1. The profile of Grade 3 learners in terms of age, sex, and learning habits does not significantly influence their academic performance, showing that these personal characteristics are not the main drivers of achievement.
2. Family support, both educational and motivational, has a strong and direct impact on learners' academic performance, proving that parental involvement is a critical factor in children's success.
3. Parents' educational attainment and family income do not have a significant relationship with learners' performance, meaning that even families with limited financial or educational resources can still contribute to better outcomes through guidance and encouragement.
4. School-related factors, such as the availability of resources and teacher support, while important, showed weak and insignificant relationships with academic performance, suggesting that these may not be maximized or equally accessible to all learners.

5. The study highlights that the success of Grade 3 learners is shaped more by the quality of support and motivation they receive at home rather than by demographic characteristics or material resources alone.

4.3 Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Strengthen parental involvement by encouraging them to regularly check schoolwork, give motivation, and provide a supportive environment for their children's learning.
2. Organize school-based activities such as seminars, orientations, or meetings to guide parents on effective ways of supporting their children's academic needs.
3. Evaluate the use of school resources and teacher support to ensure they are properly directed toward improving the performance of learners.
4. Develop programs and policies that highlight the importance of active parental support, especially in rural and low-income areas where children need more guidance.
5. Explore further in future studies the impact of school-community partnerships and other external factors that may influence academic performance.

REFERENCES

- [1] American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.
- [2] Areepattamannil, S., & Khine, M. (2020). Student, family, and school factors associated with academic performance in Southeast Asia. *Asia Pacific Education Review*, 21(3), 367–379. <https://doi.org/10.1007/s12564-020-09645-y>
- [3] Cabatbat, J. (2020). Learning difficulties and academic performance of pupils in Pangasinan schools. *Philippine Social Science Journal*, 3(2), 145–156. <https://doi.org/10.52006/main.v3i2.67>
- [4] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- [4] Daniels, H. (2020). *Vygotsky and pedagogy* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315627571>
- [5] Dela Cruz, R. (2021). Challenges in elementary education in rural Philippine schools: A case study in Northern Luzon. *Asia Pacific Journal of Multidisciplinary Research*, 9(1), 45–55.
- [6] Department of Education. (2023). *Philippine learning recovery plan 2022–2025*. DepEd Philippines. <https://www.deped.gov.ph>
- [7] Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.
- [8] Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biostatistics and Biometrics Open Access Journal*, 5(6), 215–217. <https://doi.org/10.19080/BBOAJ.2017.05.555674>
- [9] Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson Higher Ed.
- [10] Huang, F., & Fang, J. (2022). Socioeconomic status and academic achievement in primary school children: A meta-analysis. *Frontiers in Psychology*, 13(832045), 1–12. <https://doi.org/10.3389/fpsyg.2022.832045>
- [11] Jerrim, J., & Sims, S. (2021). The relationship between classroom resources and student outcomes across countries. *International Journal of Educational Research*, 106, 101731. <https://doi.org/10.1016/j.ijer.2020.101731>
- [12] Lourenço, O. (2020). Piaget and education: Issues and insights. *Prospects*, 49(3–4), 263–277. <https://doi.org/10.1007/s11125-020-09484-7>
- [13] Malaluan, M., & Mercado, J. (2022). Parental involvement and elementary pupils' academic achievement in the Philippines. *Philippine Journal of Education Studies*, 94(2), 112–125.
- [14] Neal, J. W., & Neal, Z. P. (2021). Bronfenbrenner's ecological systems theory. In E. Braaten (Ed.), *Encyclopedia of child and adolescent development* (pp. 1–10). Wiley. <https://doi.org/10.1002/9781119171492.wecad471>
- [15] Nguyen, T., Vo, L., & Tran, H. (2021). Learner-centered strategies and academic performance in Southeast Asia: A comparative study. *Asia Pacific Journal of Education*, 41(2), 243–258. <https://doi.org/10.1080/02188791.2020.1834512>
- [16] Ormrod, J. E. (2020). *Educational psychology: Developing learners* (10th ed.). Pearson.

- [17] Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2021). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- [18] Papalia, D. E., & Martorell, G. (2021). *Experience human development* (15th ed.). McGraw-Hill Education.
- [19] Resnik, D. B., & Elliott, K. C. (2022). The ethical challenges of socially responsible science. *Accountability in Research*, 29(5), 275–299. <https://doi.org/10.1080/08989621.2021.1965494>
- [20] Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- [21] Santrock, J. W. (2019). *Educational psychology* (6th ed.). McGraw-Hill Education.
- [22] Schunk, D. H. (2021). *Learning theories: An educational perspective* (8th ed.). Pearson.
- [23] SEAMEO INNOTECH. (2021). *Philippine education note: Improving early grade learning outcomes*. SEAMEO INNOTECH.
- [24] Slavin, R. E. (2018). *Educational psychology: Theory and practice* (13th ed.). Pearson.
- [25] Tavakol, M., & Wetzel, A. (2020). Factor analysis and Cronbach's alpha: Concepts and applications. *Journal of Medical Education*, 19(1), e10285. <https://doi.org/10.5812/jme.10285>
- [26] UNICEF. (2021). *Learning recovery after COVID-19: Global evidence and policy recommendations*. UNICEF. <https://www.unicef.org/reports/learning-recovery>
- [27] UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing. UNESCO Bangkok. (2022). *The state of learning in Asia: Trends in foundational literacy and numeracy*. UNESCO. <https://bangkok.unesco.org>
- [28] Wentzel, K. R. (2016). Teacher-student relationships. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed., pp. 211–230). Routledge.
- [29] Wigfield, A., Rosenzweig, E. Q., & Eccles, J. S. (2021). Achievement values. In S. I. Fried & K. A. Renninger (Eds.), *The Cambridge handbook of motivation and learning* (pp. 37–60). Cambridge University Press. <https://doi.org/10.1017/9781108696998.004>

