

Predictors of Learners' Academic Success Among Public Elementary Schools

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ABSTRACT: Achieving academic success remains a cornerstone of educational development, influencing both the immediate and long-term success of learners. This study examined the predictors of academic success among public elementary school learners in the Claveria Northeast District, Division of Misamis Oriental. Specifically, it aimed to describe the respondents' characteristics, assess the level of predictors of academic success, and determine the significant relationship between the respondents' assessment of the predictors of academic success and each of their characteristics. The study employed a descriptive-correlational research design and involved 190 Grade 6 learners selected through a stratified random sampling technique to ensure equal representation from various public elementary schools in the district. Data were collected using a validated researcher-made questionnaire and analyzed through descriptive statistics and the Pearson Product-Moment Correlation Coefficient to identify relationships among variables. Findings revealed that most respondents were female, lived in moderately sized households, had low family income, and limited technology usage daily. Among the four domains of predictors, teacher-related predictors were rated very high, followed by learner- and school-related predictors, while parent-related predictors ranked lowest. It was concluded that teachers play the most substantial role in enhancing academic performance through instructional competence, motivation, and positive classroom interactions. Therefore, it is recommended that schools establish activities that encourage both male and female learners to participate, fostering motivation and interest, and helping them understand the importance of support for holistic growth and academic success.

KEYWORDS: predictors, academic success

INTRODUCTION

Achieving academic success has always been a central objective in the education system, as it significantly contributes to the overall development of learners, equipping them for future academic and career aspirations. In the Philippines, elementary education plays a vital role in shaping the foundation of every learner's academic success. However, despite the government's efforts to improve the quality of education, many public elementary school learners still face challenges in achieving academic success.

Further, academic success refers to a learner's ability to meet educational goals, such as good grades, strong literacy and numeracy skills, and consistent school participation. While some learners perform well, others struggle due to various reasons, such as lack of parental involvement, poor learning environment, teacher effectiveness, and individual learner characteristics like motivation, attendance, and learning styles. These challenges were not solely based on learners' abilities but were also influenced by several internal and external factors.

In Claveria Northeast District, Division of Misamis Oriental, an ongoing challenge has arisen concerning the predictors of learners' academic success. The differences in academic success in Claveria Northeast District show the need for a better understanding of the predictors of academic success, such as learner-related, parental-related, teacher-related, and school-related predictors, particularly within its public elementary schools.

Republic Act No. 10533, also referred to as the Enhanced Basic Education Act of 2013, stipulates that the educational framework must prioritize learners, be responsive to learners' needs, and guarantee every learner's chance to succeed. This legislation emphasizes the importance of creating a supportive learning environment that considers the unique needs of learners, including the

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assessment of predictors such as learners', parents', teachers', and school-related factors. In addition, DepEd Order No. 2, series of 2015, which outlines the guidelines for implementing the K to 12 Basic Education Program, emphasizes the importance of various support mechanisms such as the school atmosphere, teacher-student relationships, and parental engagement in ensuring students succeed academically. These legal documents provide the basis for this research, stressing the necessity for a more localized, context-sensitive exploration of the elements that lead to academic success in Claveria.

Recent research has identified several significant predictors of academic success that pertain to this study. Garcia et al. (2020) examined the importance of parental engagement in children's education, finding that students with actively involved parents tend to perform better academically. Their findings underscored the essential role of parents in motivating and supporting their children, particularly in rural areas where educational resources may be scarce.

Moreover, Lee and Choi (2021) investigated the impact of teacher support on enhancing students' academic results. They discovered that students who receive ongoing encouragement and tailored guidance from teachers exhibit higher motivation and improved academic success. Their research affirms that academic success depends not only on the learners themselves but is also significantly shaped by the support systems available at both school and home.

By addressing the predictors that influence academic success in a localized and context-specific manner, this research has the potential to contribute to a more equitable and effective education system in the Division of Misamis Oriental and beyond.

LITERATURE AND RELATED STUDIES

Respondents' Characteristics

The respondents of the study were described based on their sex, number of household members, family monthly income, and frequency of technology usage. These characteristics were considered as possible predictors of learners' academic success in public elementary schools. The sex of the respondents helps determine gender-related learning patterns and differences in academic performance. The number of household members shows what the home environment is like, because having many family members may affect a learner's time and focus for studying. Family monthly income shows the financial situation of the learners' families, which affects how much support and learning materials they can provide for school. Lastly, the frequency of technology usage daily indicates how often learners engage with digital tools, which can either enhance learning or cause distractions. Understanding these characteristics helps explain the various predictors that contribute to learners' academic success.

Predictors of Learners' Academic Success

In this study, the predictors of learners' academic success include a combination of learners, parents, teachers and school as the determinants. Learners' motivation, intelligence, study habits, and self-discipline greatly influence performance, while parents' support and a positive home environment provide encouragement and stability. Further, teachers play a vital role in helping learners achieve academic success. They can do this by creating a supportive and engaging learning environment where learners feel valued and motivated to learn. School-related aspects like quality teaching, adequate learning resources, and a supportive classroom atmosphere also play a vital role. Together, these aspects determine how well learners achieve in their academic pursuits.

Learner-related

Ndoye (2020) conducted a study that highlighted the critical role of internal motivation and personal adjustment in predicting academic success. The research highlighted that students who are self-motivated and capable of adapting to new environments tend to perform better academically. This finding suggested that educational institutions should focus on creating supportive environments that foster these qualities, helping students to develop resilience and a proactive attitude towards their studies.

Alyahyan and Düşteğör (2020) emphasized the importance of early identification of at-risk students through the use of predictive analytics. By implementing preventive measures based on these predictions, educational institutions can provide targeted support to improve student outcomes. This proactive approach can significantly enhance the academic success rates of students who might otherwise struggle.

The Department of Education (2020) provided a comprehensive review of research identifying various student skills, behaviors, and characteristics that predict future academic and workplace success. The review highlighted the importance of developing a broad range of competencies, including critical thinking, time management, and effective communication. These skills not only contribute to academic achievement but also prepare students for successful careers, underscoring the need for holistic educational approaches.

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Parent-related

Oakes (2020) investigated the relationship between parental involvement and academic success among first-generation college students. The study found that perceived parental expectations played a significant role in predicting academic success. This suggests that when parents set high expectations and are actively involved in their children's education, students are more likely to achieve higher academic outcomes.

Yau et al. (2021) explored the mediating role of goal engagement and disengagement in the relationship between parental behavior and adolescents' academic achievement. The study revealed that maternal support positively impacts academic success, while maternal psychological control has a negative effect. This indicates that supportive parenting practices that encourage autonomy and goal-setting can enhance students' academic performance.

The Department of Education (2020) summarized research on the joint impact of parental behavior and student motivation on academic achievement. The review highlighted that positive parental involvement, such as providing encouragement and setting realistic expectations, can significantly boost student motivation and academic success. This underscores the critical role parents play in fostering an environment conducive to learning.

Teacher-related

Bansiong and Balagtey (2020) explored the predictive power of high school GPA, admission test scores, and standardized test scores on academic and licensure performance in teacher education programs. Their findings revealed that these entry variables are significant predictors of college GPA and licensure examination ratings. This suggests that academic performance in high school and standardized tests can provide valuable insights into a student's potential success in higher education and professional certification.

The impact of school heads' leadership practices on teachers' performance. The study concluded that effective leadership positively influences teacher performance, which in turn affects student academic success. This highlights the importance of strong leadership in educational institutions, as it creates an environment where teachers can thrive and, consequently, enhance student learning outcomes (Afalla , 2020).

The Department of Education (2020) also discussed teacher-related predictors that predict postsecondary success. The quality of instruction and the strength of teacher-student relationships were identified as critical components. Effective teaching practices and positive interactions between teachers and students can significantly enhance students' academic achievements and their readiness for post secondary education.

School-related

Bowen et al. (2020) introduced the revised School Success Profile, which offers comprehensive insights into predictors of academic outcomes within students' neighborhoods, schools, peer systems, and families. The SSP 2020 serves as a valuable tool for identifying school-related factors that influence academic success, such as school climate, resources, and support systems. This holistic approach helps educators and policymakers develop targeted interventions to improve student outcomes.

The Department of Education (2020) discussed various school-related predictors that predict postsecondary success. These include the overall school climate, availability of resources, and the presence of robust support systems. A positive school environment that provides adequate resources and support can significantly enhance students' academic achievements and their readiness for higher education.

Also , Bowen et al. (2020) provided a comprehensive prevention road map based on SSP 2020 data. This road map includes evidence-informed prevention strategies aimed at improving student behavioral and academic success. By addressing the various factors identified in the SSP 2020, schools can implement effective interventions to support students' academic journeys and overall well-being.

Theoretical Framework

The Ecological Systems Theory of Bronfenbrenner serves as the foundation for this study. It provides a thorough framework for analyzing the different predictors of academic success among elementary learners. According to this theory, a child's development is impacted by a variety of environmental systems, from the immediate surroundings, such as the family and school, to the larger societal contexts.

At the foundation of Bronfenbrenner's theory is the microsystem, which encompasses the child's direct interactions with family members, educators, and peers. In the context of this research, this system can be utilized to investigate how positive parent-teacher relationships and encouraging peer interactions contribute to learners' ability to succeed in their academic endeavors. The mesosystem goes further by looking at the relationships between different microsystems, like the connection between home and

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school environments, and how these relationships impact students' educational achievements.

The ecosystem covers broader social structures that indirectly influence the child, including parents' workplaces and available community services. It is important to analyze this level to see how family income and living conditions impact students' educational completion. The macrosystem includes overarching cultural values, legal frameworks, and societal norms, offering insights into how societal perspectives on education and educational policies influence learners' academic success.

Lastly, the chronosystem introduces the element of time, reflecting the changes and transitions in a child's life, such as transferring to a new school or shifts in family dynamics. This aspect of the theory can be useful for examining how these temporal changes affect learners' educational paths.

By leveraging Bronfenbrenner's Ecological Systems Theory, this study can thoroughly investigate the multiple, interconnected elements that affect learners' academic success in public elementary schools in Claveria Northeast, Misamis Oriental. This theoretical approach will establish a solid basis for understanding and addressing the complex interplay in students' educational experiences.

Conceptual Framework

This study explores the relationship between the respondents' characteristics and the assessment of the predictors of academic success of learners in the Claveria Northeast District. It is grounded in the research of Sumandal (2022), titled "Factors Affecting the Module Completion of Grade 12 Students: For Intervention Program and Policy Development." Sumandal shows the respondent characteristics and assessment of predictors of academic success, including learner-related, parental-related, teacher-related, and school-related predictors. These findings form the foundation for the present study's conceptual framework background, which can significantly impact their academic success and access to learning resources. For instance, frequency in daily technology usage can influence participation in remote technology-based learning, while health conditions may influence classroom attendance and focus.

The dependent variables are the predictors of academic success, categorized into four domains: learner-related predictor (motivation and study habits), parent-related predictor (involvement in school activities and home learning support), teacher-related (availability, approachability and instructional quality), and school-related (physical learning environment, safety, and academic culture). The framework aims to determine how the learners' background characteristics influence these domains. For example, learners from higher-income families may benefit from greater parental support and access to digital tools, which can boost their motivation and academic success. Likewise, learners in a stable household environment may respond more positively to teacher and school interventions due to fewer external stressors.

Statement of the Problem

This study aimed to determine the predictors of learners' academic success in public elementary schools in Claveria Northeast District, Misamis Oriental, during the School Year 2024-2025.

Specifically, the study sought to answer the following questions:

1. How are the respondents distributed in terms of sex, number of household members, family monthly income, and frequency of technology usage daily?
2. How do the respondents assess the predictors of academic success based on learner-related, parent-related, teacher-related, and school-related predictors?
3. Is there a significant relationship between the respondents' assessment of the predictors of academic success and each of their characteristics?

Scope and Limitation

This study focused on the key predictors of academic success among learners in public elementary schools within the Claveria Northeast District, Division of Misamis Oriental, School Year 2024-2025. The respondents were the one hundred ninety (190) Grade 6 learners in the district of Claveria Northeast, Division of Misamis Oriental, mentioned above. The independent variables were limited only to the respondents' characteristics in terms of sex, number of household members, family monthly income, and frequency of technology usage daily. And the dependent variables were also limited to the predictors of learners' academic success, such as learner-related, parental-related, teacher-related, and school-related.

By acknowledging these limitations, the study aimed to provide a balanced and realistic understanding of the assessment of the predictors of academic success among Grade 6 learners in the Claveria Northeast District for the School Year 2024-2025.

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METHODOLOGY

Research Design

A descriptive-correlational research design was used in this study to investigate the predictors of academic success and respondents' characteristics

in public elementary schools in Claveria Northeast, Division of Misamis Oriental. While the correlational component of this study was to ascertain the relationship between these respondents' characteristics and predictors of academic success, the descriptive component was offered a thorough overview of the independent variables, such as sex, number of household members, family monthly income, and frequency of technology usage daily. In order to give a thorough picture of these elements as they naturally arise in the educational setting, it is necessary to gather detailed data. The correlational component described how these independent variables relate to dependent variables like learner-related, parent-related, teacher-related, and school-related.

This study aims to find patterns and connections among different predictors that affect learners' academic success. It uses a descriptive-correlational design to observe these factors naturally, without changing anything. This approach helps identify important relationships that can guide better teaching strategies and interventions in the Claveria Northeast District.

Study Setting

This study was conducted in the following public elementary schools in Claveria Northeast District, Claveria, Misamis Oriental: Aligodon, Higaonon Tulogan Nauhanan, Aposkahoy I Elementary School, Aposkahoy 2 Elementary School, Bulahan Integrated School, Don Gregorio Pelaez Elementary School, Linandang Elementary School, Malagana Elementary School, Man-ibay Elementary School, Mat-i Central School, Parmbugas Elementary School, San Roque Elementary School, and Tipolohon Elementary School. These schools are in the "Tabuk" neighborhood of Claveria Northeast District.

Claveria is a landlocked area in Misamis Oriental. It is divided into twenty-four (24) barangays: Ane-i, Aposkahoy, Bulahan, Cabacungan, Don Gregorio Pelaez, Gumaod, Hinaplanan, Kalawitan, Lanise, Luna, Madaguig, Malagana, Minalwang, Mat-i, Panampawan, Parmbugas, Patrocinio, Plaridel, Poblacion, Punong, Rizal, Santa Cruz, Tamboboan, and Tipolohon.

Claveria is the largest town of Misamis Oriental in terms of land area. Misamis Oriental comprises twenty-three (23) municipalities and two (2) component cities, which are organized into two congressional districts and further subdivided into four hundred twenty-four (424) barangays. Mindanao, specifically, Northern Mindanao, is where Misamis Oriental is located. It is one of the regions in the Philippines, designated as Region X. There are five provinces under the jurisdiction of Region X, namely: Bukidnon, Camiguin, Misamis Occidental, Misamis Oriental, and Lanao del Norte.

Region X - Northern Mindanao has a total land area of 2,049,602 hectares. Approximately more than 60% of the island's total area is classified as forest land. Its seas are rich with fish and other marine products.

Research Respondents and Sampling Technique

The respondents for this study were the one hundred ninety (190) Grade 6 learners in public elementary schools of Claveria Northeast District during the School Year 2024-2025. These were Aligodon Higaonon Tulogan Nauhanan, Aposkahoy I Elementary School, Aposkahoy II Elementary School, Bulahan Integrated School, Don Gregorio Pelaez Elementary School, Linandang Elementary School, Malagana Elementary School, Man-ibay Elementary School, Mat-i Central School, Parmbugas Elementary School, San Roque Elementary School, Tipolohon Elementary School.

To determine the sample size of the respondents, the researcher utilized Slovin's formula to come up with the desired no. of respondents, which is one hundred ninety (190). The computation was done using the population of three hundred sixty-one (361) learners and 5% margin of error. Further, a stratified random sampling technique was employed to ensure a representative and unbiased sample of Grade 6 learners. The calculated sample size was divided by the population to achieve this.

The distribution of the respondents by school is shown in Table A as coded.

Table A: Distribution of Respondents

School Code	Population	Sample Size
A	3	2
B	23	13
C	19	11
D	38	22

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E	37	21
F	22	13
G	49	28
H	27	16
I	86	45
J	31	18
K	7	4
L	19	11
TOTAL	361	190

Research Instrument

The instrument used in gathering the data was a questionnaire composed of two parts.

Part I dealt with the respondents' characteristics, such as sex, number of household members, family monthly income, and frequency of technology usage daily.

Part II inquired into the predictors of learners' academic success, such as learner-related, parent-related, teacher-related, and school-related predictors. This was patterned and modified from the study of Sumandal (2022), titled "Factors Affecting the Module Completion of Grade 12 Students: Basis for Intervention Program and Policy Development". It includes four variables, each with ten indicators, using a Likert scale with the options of at all times, most of the time, sometimes, and never. This section consists of forty-eight (48) items categorized under four factors: learner-related, parent-related, teacher-related, and school-related.

Statistical Treatment of Data

The analysis of the collected data involved both descriptive and inferential statistical methods to offer a comprehensive understanding of the predictors of academic success among public elementary learners. Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used to describe the respondent characteristics and their predictors of learners' academic success.

In addition to the descriptive statistics, inferential statistical techniques were applied to explore the relationships between the identified respondent characteristics and the assessment of the predictors of academic success. Specifically, the Pearson Product-Moment Correlation Coefficient was employed to evaluate the strength and direction of linear relationships between continuous variables, such as predictors of learners' academic success and respondent characteristics. To determine the statistical significance of these relationships, hypothesis testing was conducted at a 0.05 significance level. This combined approach provided valuable insights into the interplay between respondents' characteristics and the assessment of the predictors of learners' academic success.

Ethical Consideration

The study followed proper ethical guidelines to protect the rights, safety, and well-being of all participants. Before collecting any data, the researcher asked for approval from the Institutional Review Board (IRB) and the Schools Division Office of Misamis Oriental to make sure that the study followed the correct and ethical research procedures. This review helped ensure that the study would not harm anyone and that it would be done in a respectful and responsible way.

All participants were asked to give informed consent before answering the questionnaires. The researcher clearly explained the purpose of the study, the steps involved, and any possible benefits or risks in simple language that both learners and their parents or guardians could understand. It was made clear that joining the study was voluntary, and participants could choose to stop or withdraw at any time without any penalty. To protect confidentiality and privacy, no personal information, such as names or addresses, was collected in the questionnaire. Each response was kept private and only used for research purposes. Codes were used instead of names to keep the data anonymous. All digital files were saved in password-protected devices, and printed copies were kept in a locked cabinet so that only the researcher could access them.

The researcher also made sure that all questions in the survey were age-appropriate and did not make the learners feel uncomfortable. Participants were assured that all information gathered would be used only for academic and research purposes and would not be shared with anyone outside the study. By following these ethical guidelines, the researcher ensured that all participants were treated with respect and fairness, their privacy was protected, and the research was done with honesty, care, and responsibility.

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RESULTS AND DISCUSSION

Problem 1.How are the respondents distributed in terms of sex, number of household members, family monthly income, and frequency of technology usage daily?

Table 1: Distribution of Respondents' Characteristics in terms of Sex

Category	Frequency	Percentage
Male	74	38.95
Female	116	61.05
Total	190	100.00

Table 1 shows the distribution of respondents' characteristics in terms of sex. The data revealed that the **highest frequency of 116 (61.05%) was female**. This means that many females were enrolled in public elementary schools. This has been due to stronger encouragement and support from parents or guardians toward female education. In some communities, females were often more consistent with school attendance and behavior. These factors could have increased the likelihood of having more female learners in the higher grade levels. It might also have reflected a pattern where males tended to drop out earlier or become involved in non-school-related activities. This shows how family and social expectations can affect who stays in school. Understanding this helps explain the differences in learner attendance and success.

This explained that female learners have been more likely to reach Grade 6 because of more stable support and fewer distractions outside the school. Though females have also felt more pressure to do well, this has led to stronger school performance and retention. When more females were present in the upper grades, it could have shaped classroom dynamics and academic success. Further, this also implies that they are influenced by how teachers plan their lessons or provide support.

As observed, more female learners are staying in school and reaching higher grade levels. This proved how their parents and teachers give strong encouragement and support for their academic success. It seems that female also develop their own vision for a better future to help lift their families out of poverty. Male learners need to be properly encouraged by their parents to value education, so that they can find decent jobs after finishing school. They should not be made to work on the farm or help earn a living at a young age, because they are still children and many opportunities can still come their way in the future. As a researcher, provide support and encouragement to my learners. Help them prioritize education so that they do not repeat the hardships their families have experienced. Also inculcate them to understand how the future of their parents' livelihood can be affected if they do not finish school.

This finding is supported by Smith et al. (2021), who emphasized that females tend to exhibit greater self-regulation, which strongly correlates with academic success. Similarly, Johnson and Lee (2022) highlighted persistent gender gaps in education, advocating for gender-specific strategies to close these disparities. Moreover, Cabras (2023) found that female students demonstrate higher levels of intrinsic motivation and persistence in completing academic tasks, enhancing their retention and performance. In addition, Pires et al. (2017) revealed that parental support and positive reinforcement are more frequently directed toward female children in some communities, contributing to their higher school attendance and academic achievement.

In contrast, the lowest number of respondents, **74 (38.95%), were male**. This means that only a few are male respondents, and this can be attributed to some reasons. They missed school due to household chores, work responsibilities, or lack of engagement. In many families, males were expected to help with physical labor, which affected their attendance and concentration in school. They may also have had more freedom outside of school, exposing them to distractions such as games or peer influence. These factors often led to reduced classroom participation and missed academic tasks, ultimately affecting their performance. The lower number of male respondents may have reflected these ongoing challenges.

This implies that male pupils are inadequately represented in schools. It is general knowledge that there are usually more female pupils enrolled in school than male pupils. Female learners also tend to attend classes more regularly, while some male learners may drop out or attend less often. Another reason could be that females are more active and willing to join school activities and surveys. Overall, the smaller number of male respondents reflects the actual number of male learners in school and their lower participation compared to females.

As seen, male learners face more challenges in staying in school regularly compared to female learners. Household responsibilities, work, and other distractions often affect their attendance and participation. To help them provide extra guidance, encouragement, and support both inside and outside the classroom. Engage them through interesting activities, offer tutoring for

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lessons they miss, and work closely with their parents to ensure they prioritize education. By doing this, motivate male learners to stay focused, participate actively, and achieve success just like their female classmates.

This observation is further substantiated by Brown et al. (2023), who found that female students generally outperform males in certain academic domains, possibly due to differences in learning strategies and engagement, which aligns with the challenges faced by males in this study. Supporting this, UNESCO (2022) reported that boys are more likely than girls to miss school or drop out due to household responsibilities, work, or social expectations, reflecting lower male representation.

Furthermore, Martin and Downey (2021) highlighted that early behavioral challenges and lower engagement among male learners often lead to poorer academic outcomes and reduced participation. Additionally, Smith and Green (2020) found that gendered social expectations and labor responsibilities disproportionately affect boys' school attendance and performance, further explaining the lower male participation in classrooms.

Table 2: Distribution of Respondents' Characteristics in terms of the Number of Household Members

Category	Frequency	Percentage
10 and above	8	4.21
5 – 10	118	62.11
2 – 4	64	33.68
Total	190	100.00

Table 2 shows the distribution of respondents' characteristics in terms of the **number of household members**. As shown in the table, **the highest frequency of 118 (62.11%) lived in households with 5 to 10 members**. This means that most of the respondents are living in a large family because of an extended family structure. In many public elementary school communities, it is common for multiple generations to live under one roof. This living arrangement provided shared responsibilities and support among family members. Children in such households may have received help from older siblings or other relatives in doing schoolwork. However, a bigger family also meant more distractions and less space to study quietly. Despite these challenges, these learners still found strength in emotional and practical support from family members.

This implies that the number of household members played a role in shaping the learning environment of a child. A balanced household member could have offered both guidance and assistance while still allowing for some degree of personal space. This suggests that family size might have contributed to how learners managed school tasks and responsibilities. The number of members in a home influenced both their academic struggles and achievements. In this way, the number of household members became an important factor in understanding learners' daily learning situations. Recognizing this condition helped schools and teachers consider the home setup when addressing academic needs.

It has been observed that learners from large families may get help from relatives, but also face distractions and less space to study. By guiding and supporting them in their lessons, encouraging regular attendance, and creating a positive classroom environment. Working with parents to provide support at home, recognize learners' efforts to boost their confidence, and teach important skills like time management and discipline. Providing emotional support also helps them overcome challenges and achieve their full potential.

This finding is supported by Deveci and Ersen (2022), who reported that larger households often struggle with limited resources and reduced individual support, which may hinder academic success. Similarly, Bartolome (2021) and Bhat (2021) emphasized that household size significantly affects the academic environment, with smaller households tending to provide more focused support for each child's educational needs. In addition, Baranowska-Rataj, Styrc, and da Silva (2015) found that children from larger families generally have lower educational attainment due to the resource-dilution effect, where parental attention and material resources are divided among more children. Blaabæk (2019) further highlighted that while larger families can be disadvantaged academically, supportive extended family networks may mitigate these negative effects, allowing children in medium-sized households to still receive guidance and encouragement.

On the other hand, **the lowest frequency of 8 (4.21%), was a household with more than 10 members**. This means that only very few learners live in this number of households. These respondents are living in a large family where several generations of the family live together, such as children, parents, and grandparents. In this type of setting, it was more difficult for children to find a quiet place to study or concentrate on schoolwork; however, household chores and responsibilities were often shared among the children.

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This indicates that with many members living under one roof, essential resources like food, money, and study materials had to be divided among more individuals. This situation resulted in less individual support for school-related needs. In large households, the academic needs of each child were not always a top priority due to financial or time constraints.

As observed, learners in a very large number of households may face more difficulties in maintaining focus and motivation in their studies. The crowded and busy environment can interfere with learning and reduce academic performance. When basic needs and responsibilities compete with schoolwork, a child may struggle to keep up. This creates a learning gap that might be harder to close over time. Understanding this situation shows how household size can create challenges that influence school success.

This aligns with the findings of Bhat (2021), who noted that in large households, educational resources are often stretched thin, making it difficult for each child to receive adequate academic support. Deveci and Ersen (2022) further support this by highlighting how overcrowded living situations can negatively influence learners' performance due to limited time, space, and attention.

Table 3: Distribution of Respondents' Characteristics in terms of Family Monthly Income

Category	Frequency	Percentage
P20,001.00 and above	11	5.79
P15,001.00 – P20,000.00	36	18.95
P10,001.00 – P15,000.00	48	25.26
P5,001.00 – P10,000.00	76	40.00
Less than P5,000.00	19	10.00
Total	190	100.00

Table 3 shows the distribution of respondents' characteristics in terms of **family monthly income**. The data revealed that **the highest frequency of 76 (40.00%)** has a family income **between P5,001.00 and P10,000.00**. This means that most of their parents worked in low-income jobs such as farming, labor, or small-scale retail. In rural and developing communities, opportunities for high-paying jobs were limited, which affects the household earnings. As a result, families relied on modest sources of income that barely covered basic needs. This level of income often meant children grew up with limited access to educational resources like books, the internet, or tutoring. Though parents valued education, their capacity to support school expenses remained low. Children in these families often faced added responsibilities at home, which reduced their study time. Despite this, many still tried to excel in school with what they had.

This implies that many learners were growing up in financially limited environments. Their academic journey was shaped by daily struggles that affect their study habits and focus in school. When income was just enough for survival, educational support became secondary. This affects their ability to compete with peers from better-off families. The finding highlighted the common financial background shared by most learners in public schools. It helped explain why economic status needed to be considered when planning academic interventions and support programs.

As noticed, many learners come from families with low income, which makes it harder for them to access school supplies, internet, or extra learning support. Despite this, they try their best to do well in school. It realized how important it is to give them extra help, encouragement, and creative ways to learn. And consider their family background when planning lessons to help every learner succeed.

This is consistent with Chen et al. (2020), who found that students from lower-income households often fall behind their more affluent peers due to limited access to educational resources, underscoring the broader impact of income disparity on learning outcomes. Further evidence indicates that persistent low family income is independently associated with poorer academic achievement, even when controlling for school attendance, highlighting the direct effect of economic constraints on learning (Duncan & Magnuson, 2013). Moreover, a study in Nigeria demonstrated that both absolute and relative family income positively influenced academic achievement and study habits, with home resources and parental control acting as significant mediators of the income–achievement link (Olanrewaju & Olatunji, 2022).

Conversely, the **lowest frequency of 11 (5.79%)** has a family income of **₱20,001.00 and above**. This means that only a few families have this income bracket. The high-paying jobs were scarce in the area, and only a few parents had college degrees or stable employment in professional sectors. Higher-income families were typically fewer in public elementary schools, as they often opted to

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enroll their children in private schools. This indicates that these families were more likely to afford educational tools, school projects, and enrichment activities outside the classroom. Their children tended to have better nutrition, less stress, and more time to focus on schoolwork. Although few, these learners often enjoyed more academic advantages compared to their peers. This financial gap created differences in learning experiences and academic outcomes.

As observed, when parents can provide resources and better nutrition, children often experience better academic success, enhance their social emotional skills, which encourage their self-esteem and more positive attitude towards school. When families earned more, they were able to meet the academic and personal needs of their children.

Thompson and Walker (2021) affirm this observation, noting that higher family income correlates with improved academic performance due to greater access to educational resources, while Patel and Singh (2022) highlight that parental involvement can further bridge the gap in educational success linked to income differences. In addition, research shows that parental academic involvement mediates the relationship between family socio-economic status and children's achievement, with higher SES associated with greater parental involvement which in turn boosts achievement (Hill & Tyson, 2020). Another study found that children from families with higher parental education and income benefitted from richer parenting practices and home routines, which significantly contributed to better school achievement independent of child intelligence (Melhuish et al., 2022).

Table 4: Distribution of Respondents' Characteristics in terms of Frequency of Technology Usage Daily

Category	Frequency	Percentage
More than 5 hours	15	7.89
4 – 5 hours	30	15.79
2 – 3 hours	60	31.58
Less than 1 hour	85	44.74
Total	190	100.00

Table 4 shows the distribution of respondents' characteristics in terms of frequency of technology usage daily, with the **highest frequency of 85 (44.74%) spent 1 hour or less on digital activities**. This means that many Grade 6 learners spent only a short time on digital activities because their daily schedules were often filled with schoolwork and household chores. Additionally, limited access to digital devices or the internet also restricted the time they could spend online. This situation occurred because some learners came from families with fewer resources or lived in areas with unstable internet connectivity. These factors affected how often they used technology for fun or for learning.

This implies that learners who spent less time on digital activities might have had more time available for other activities such as reading, physical play, or direct studying. When digital engagement was kept to a minimum, learners may have avoided distractions often associated with prolonged screen time. This balance could have positively affected their focus and overall academic success. The tendency to spend a short amount of time on digital activities often reflected a structured routine or limited access, which may have helped maintain academic discipline. Learners who manage their digital time well tend to allocate more energy toward school tasks, which supports their academic success.

As noticed, many learners spend only a short time on digital activities because of schoolwork, chores, or limited access to devices and the internet. This made me see that having less screen time can help learners focus more on reading, studying, and other productive activities. It also reminded me how important it is to guide learners in balancing technology use, so it supports their learning rather than distracts them.

This was supported by Roberts et al. (2020), who found that using digital learning tools in a proper and balanced way can help improve learners' school success. They shared that learners who use technology for studying, like watching educational videos, searching for lessons online, and using learning apps, usually do better in school. But those who spend too much time using technology for fun, such as playing games or browsing social media, often lose focus and become less productive. This means that learners need proper guidance in using technology so it can help them learn and achieve more in their studies.

Similarly, Carson et al. (2025) found that excessive screen time in children is linked to lower achievement in reading and mathematics, highlighting the importance of limiting non-educational digital use. Additionally, Sigman (2024) emphasized that structured, goal-oriented use of digital tools is associated with better learning outcomes compared to unstructured or excessive screen use, reinforcing the idea that balanced engagement can support academic success.

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In contrast, the **lowest frequency of 15 (7.89%)** was **spent more than 5 hours**. This means that a small number of learners spend more than five hours daily on digital activities because they lack reliable internet access, electricity, and the necessary hardware such as computers and tablets. Further, the learners are aware of the negative effects of spending more than 5 hours a day on technology usage.

As noticed, excessive digital engagement could have taken time away from essential activities like studying and resting. When learners spend many hours on screens, it may lead to reduced concentration in class and less time for homework. This implies that overuse of digital devices negatively affects their academic success. Spending too much time on digital activities could disrupt a learner's daily routine and learning habits. Learners must balance their screen time with other productive activities to support their academic growth.

Kim and Park (2021) emphasize that while digital literacy helps improve students' academic performance, spending too much time on screens without control can have a negative effect on learning. They explained that students who know how to use digital tools properly, such as typing, researching, and creating presentations, develop better study habits and higher confidence in school tasks. However, too much screen time, especially for non-school activities, can cause tired eyes, lack of sleep, and poor focus in class. The study also pointed out that teachers and parents play an important role in guiding learners to manage their time and use technology daily, mainly for educational purposes. This balance between learning and leisure helps learners gain the benefits of technology while avoiding its harmful effects on their academic success. Supporting this, Hikosaka et al. (2021) found that prolonged screen time and screen use before bedtime negatively affect children's learning, sleep, and overall cognitive performance.

Problem 2. How do the respondents assess the predictors of academic success based on learner-related, parent-related, teacher-related, and school-related predictors?

Table 5: Summary of the Respondents' Level of Assessment on the Predictors of Learners' Academic Success

Variable	Mean	SD	Interpretation
Learner-related	3.40	0.75	Very High
Parent-related	3.33	0.78	Very High
Teacher-related	3.59	0.93	Very High
School-related	3.52	0.62	Very High
Overall	3.46	0.77	Very High
Legend: 3.26-4.00 At all Times / Very High		1.76-2.50 Sometimes / Low	
2.51-3.25 Most of the Time / High		1.00-1.75 Never / Very Low	

Table 5 shows the summary of the respondents' **level of predictors of learners' academic success**, with an overall mean of **3.46 (SD = 0.77)** interpreted as **Very High**. This means that Grade 6 learners in Claveria generally recognized multiple strong predictors that contributed to their academic success. The predictors may have included learner-related, parent-related, teacher-related, and school-related. This indicates that learners believed that these predictors have positively assessed their studies. The learners consistently agreed on the importance of these predictors.

This implies that learners commonly recognized the value of different support systems; however, their personal experiences may have influenced the extent to which each predictor contributed to their success. When there was a moderate difference, it meant some learners may have benefited more from one predictor than another. These differences highlighted the need to strengthen all areas of support to meet diverse learner needs. Focusing on maintaining high levels across all predictors helped ensure that no learner was left behind. Understanding these differences could have guided schools in planning more inclusive academic support programs. Also, a strong parental involvement helps reinforce learning at home and supports students' overall academic development.

The highest variable, **teacher-related**, with a mean of **3.59 (SD = 0.93)**, interpreted as **Very High**. This means that learners viewed their teachers as the most significant influence on their academic success. Teachers likely played a vital role through consistent guidance, encouragement, and the use of effective teaching strategies. Their daily presence and engagement in the classroom have contributed to why learners rated them so highly. These interactions helped build learners' confidence and improved their academic success.

This implies that although teachers were widely recognized as the highest predictors, the level of support they provided may have differed from one classroom to another. When teacher-related predictors were different, learners also had different views about

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their importance. These differences could have influenced how effectively learners responded to learning activities and maintained motivation. While a strong teacher-related presence remained a powerful contributor to academic success, ensuring consistent teacher quality across all classrooms would help promote more equitable learning outcomes.

As noticed, learners' academic success in school is influenced by several predictors such as learner, parent, teacher, and school predictors. When these predictors are strong, learners feel encouraged, confident, and motivated to study. This is the importance of providing consistent support in all areas to help every learner succeed. It also reminded that collaborating with parents and improving school practices can greatly strengthen learning and ensure that no learner is left behind.

This finding was supported by Afalla (2020), who emphasized that the success of learners depends on the combined efforts of all educational stakeholders. Each predictor plays an important role: teacher-related guides and motivates, parents-related provide encouragement, schools-related create the right environment, and learners-related show the willingness to learn.

As perceived, this finding reminds educators and school communities that learners' success is a shared responsibility. When everyone works together and gives consistent support, learners feel valued and become more confident, responsible, and prepared for future challenges. This perspective is reinforced by Fan (2023), who found that strong, positive teacher–student relationships significantly increase learning motivation in elementary students, indicating that the emotional and relational dimensions of teaching directly enhance academic engagement and achievement. Similarly, recent studies confirm that supportive teacher–student relationships are pivotal for sustaining motivation and engagement. Thornberg et al. (2022) demonstrated that the quality of these relationships predicts students' behavioral and emotional engagement over time, emphasizing the long-term benefits of positive interactions in the classroom. Likewise, Liu (2024) found that teacher–student relationships directly enhance academic engagement and indirectly influence it through perceived social support, highlighting the relational and psychological mechanisms at play. In addition, Akram and Li (2024) reported that strong teacher–student bonds significantly improve online learning engagement by fostering intrinsic motivation, proving that these connections remain critical even in virtual settings.

The lowest variable, **Parent-related**, got a mean of **3.33 (SD = 0.78)**, interpreted as **Very High**. This means learners see their parents' role as slightly less influential compared to other predictors. This happened because many parents might be working or less involved in daily academic activities. It could also reflect limitations in educational background, time, or awareness of how to support their children's schooling. Despite this, learners still recognize that their parents do contribute in meaningful ways.

This suggests that while parents do support their children, their involvement may not be equally visible or consistent across households. When parental support varies, it may influence how learners stay engaged or focused on their studies. Strengthening home-school connections can help bridge this gap. Encouraging more active participation from parents could make a stronger difference in learners' academic success.

Afalla (2020) emphasized that student success depends on the shared effort of all stakeholders in education. These findings are also reinforced by Yau et al. (2020), who explained that a positive and supportive learning environment, both at home and in school, helps students develop stronger study habits and better academic results.

Similarly, Baculanta, Pontillas, and Corpuz (2025) showed that students' academic performance is strongly influenced by their engagement, especially in behavioral, cognitive, and emotional aspects. Their work also pointed out that teachers, parents, peers, and the school environment all help shape how motivated and committed learners are in class. These insights are further supported by Hernawati, Winarni, Abdurahman, and Yuliawati (2025), who found that parental involvement in structuring home learning, participating in school activities, and maintaining academic dialogue consistently enhances elementary students' achievement, although socio-economic and time constraints may limit some parents' participation.

In addition, Lim (2021) highlighted that the quality and type of parental involvement, such as assisting with homework and providing academic guidance, have a stronger effect on students' outcomes than demographic factors alone, emphasizing that even modest parental support can significantly influence learner success. Collectively, these studies underscore that learners' academic achievement is shaped not by a single factor but by the coordinated contributions of teachers, parents, schools, and the learners themselves, reinforcing the need for a holistic approach to educational support.

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Problem 3. Is there a significant relationship between the respondents' assessment of the predictors of academic success and each of their characteristics?

Table 6: Result of the Test on the Relationship Between the Respondents' Assessment of the Predictors of Academic Success and each of their Characteristics

Respondents Characteristics		Predictors of Learners' Academic Success				Overall
		Learner-related	Parental-related	Teacher-related	School-related	
Intepreta -tion						
Sex	r-value	0.327	0.114	0.172	0.153	0.229
	p-value	<0.001	0.116	0.018	0.035	0.001
		S	NS	S	S	S
Number of Household Members	r-value	0.128	0.196	0.062	0.135	0.156
	p-value	0.078	0.007	0.393	0.063	0.031
		NS	S	NS	NS	NS
Family Monthly Income	r-value	-0.003	0.161	0.080	0.022	0.084
	p-value	0.969	0.027	0.271	0.764	0.248
		NS	S	NS	NS	NS
Frequency of Technology Usage Daily	r-value	0.087	0.179	0.026	0.090	0.116
	p-value	0.231	0.014	0.720	0.218	0.111
		NS	S	NS	NS	NS

Legend: Significant if $p\text{-value} < 0.05^*$ and $p\text{-value} < 0.01^*$

Table 6 presents the results of the test on the significant relationship between the respondents' **assessment of the predictors of academic success and each of their characteristics**. The data demonstrate that sex had a statistically significant, ant relationship ($r = 0.229$, $p = 0.001$) with learners' academic success, with the significant correlations noted particularly in learner-related, teacher-related, and school-related predictors. This indicates that male and female learners had different experiences based on their background and needs. By recognizing these gender differences, schools could create more inclusive and effective strategies to assist all learners. Special programs that considered these differences helped make learning fair for everyone.

This indicates that addressing gender differences in education is important to ensure fairness and equal opportunities. Continuous teacher training on gender-sensitive strategies could further enhance inclusivity in the classroom. Additionally, schools may design programs that promote self-regulation and adaptive learning strategies to support both male and female learners effectively. These practices would reinforce balanced academic growth across genders.

These were supported by Johnson and Lee (2020), who explained that gender differences can affect learning behaviors, communication patterns, and levels of academic confidence. They added that teachers who understand these differences can better adjust their teaching strategies to meet learners' individual needs. Similarly, Brown et al. (2023) found that female students often show higher engagement and stronger study habits, while male students tend to perform better in practical and activity-based tasks. These findings highlight the importance of promoting gender-responsive teaching strategies to ensure that both male and female learners are equally supported in achieving academic success.

Number of household members exhibits mixed results, with an overall r -value of 0.156 and a p -value of 0.031, indicating a significant but weaker relationship with academic success perceptions. Significant correlations were found mainly in parental-related predictors ($r = 0.196$, $p = 0.007$). However, learner-related, teacher-related, and school-related predictors showed no significant relationships, implying that household context influences parent-related predictors more than other predictors. Families with different backgrounds, resources, and values influence how parents contribute to their children's education.

Additionally, the family's influence was most visible through parental engagement and attitudes toward education. When household factors strongly relate to parent-related factors, it suggests that improving academic success involves empowering families. Strengthening parental involvement can therefore enhance the learning environment at home. Focusing on the household context

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highlights the importance of parents in shaping academic outcomes. Encouraging positive parental roles supports learners' success beyond the classroom.

Moreover, the study shows that the number of household members has a significant relationship with the predictors of learners' academic success, particularly in the parent-related factor and the overall score. This means that the number of people living in a household can influence the amount of attention, support, and resources a learner receives at home. Learners from smaller households may experience more focused guidance and educational support from their parents, while those from larger households may face challenges such as divided attention and limited resources.

This was supported by Bartolome (2021) and Deveci and Ersen (2022), who observed that smaller households generally provide more focused support and resources, leading to better academic outcomes for learners. This suggests that family size can affect the quality of academic assistance learners receive, emphasizing the need for schools to offer additional support to learners from larger families to help them achieve success in their studies.

Further, family monthly income and frequency of technology usage daily both showed non-significant overall relationships with assessment of learners' academic success, with p-values greater than 0.05 (income: $r = 0.084$, $p = 0.248$; digital engagement: $r = 0.116$, $p = 0.111$). Although some subcategories (such as parental-related predictors) showed significance individually, their overall impact is not statistically significant. This indicates that income level and digital activity are not strong determinants of perceptions regarding academic success predictors. Income levels may not always directly affect how students view academic success predictors, especially when other supports are present. Similarly, digital engagement can differ in quality and relevance, reducing its consistent influence. These variations made their overall effects statistically insignificant despite some isolated links in specific areas.

This suggests that the school should help parents become more involved in their children's learning, especially those with low family income. Teachers and school leaders can give simple meetings or training to guide parents on how to help their children study at home, use technology for learning, and check their school progress. The Department of Education and local government can also provide learning materials or gadgets to support learners who have fewer resources.

The results of the study show that family monthly income has a significant relationship with the parent-related predictor of learners' academic success. This means that families with higher income levels are often able to provide more educational support, such as school supplies, internet access, and a comfortable study space, which can help improve learners' performance. However, the results also suggest that income alone does not guarantee academic success; it is how parents use their resources and stay involved in their children's learning that truly makes a difference.

These align with Patel and Singh (2022), who noted that parental engagement mediates the impact of financial background status on academic success, and Lee and Choi (2022), who found that only active digital engagement, not access alone, predicts better academic success. This indicates that strong parental involvement and meaningful use of available resources are key to helping learners perform better in school.

CONCLUSION

The study concludes that the respondents, predominantly female, with family incomes of 5,000 to 10,000 pesos monthly, households of 5 to 10 members, and technology use of 1 to 2 hours daily, exhibited academic outcomes influenced by these characteristics. Teacher-related predictors obtained the highest mean, emphasizing the role of instructional quality, teacher support, and classroom interactions in promoting student achievement. Among all predictors, sex was the only variable found to have a significant overall effect, with female learners demonstrating higher academic performance. These findings suggest that academic success is shaped by a combination of learner context and educational support, with sex playing a critical role. Strengthening teacher-related predictors while considering learners' characteristics can further enhance student outcomes.

RECOMMENDATIONS

From the findings of the study, the following are recommended:

1. Parents should actively provide a quiet and dedicated space for learners to study, minimizing distractions at home. Schools may support this by offering parent education programs or workshops on effective home study practices to enhance learners' focus and academic engagement.

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2. Educators should foster stronger communication and partnerships with parents to guide and monitor learners' study habits. Regular feedback, guidance on study routines, and strategies for supporting learning at home can reinforce academic success, especially in households with varying income levels or family sizes.
3. Parents and teachers should encourage the use of educational applications and digital resources while limiting non-academic screen time to support focused and effective learning.

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