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Instructional Development of Learners in Terms of Socioeconomic Status, Mental Health, and Academic Performance in Selected Public Elementary Schools in Mandaue City Division: A Correlational Study

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ABSTRACT

This study aims to examine the relationships among socioeconomic status, mental health, and academic performance among learners in selected public elementary schools in the Mandaue City Division. Specifically, it seeks to determine the learners' socioeconomic conditions in terms of household income, parents' or guardians' educational attainment and employment status, housing and living conditions, availability of educational resources, and access to basic needs and essential services. It also aims to assess learners' mental health in terms of emotional well-being, psychological well-being, stress and anxiety, social well-being, interpersonal relationships, self-esteem, self-confidence, and coping and adjustment. Academic performance will be examined primarily through learners' official general academic averages, subject to school authorization and applicable ethical requirements.

The study will employ a quantitative descriptive-correlational research design involving a proposed sample of 360 learners from Grades 4 to 6 in six selected public elementary schools: Basak Elementary School, Maguikay Elementary School, Paknaan Elementary School, Tipolo Elementary School, Subangdako Elementary School, and Canduman Elementary School. Data will be gathered using a researcher-made questionnaire that will undergo expert validation and appropriate reliability assessment. Authorized academic records may also be utilized to obtain objective measures of academic performance. Descriptive statistics, including frequency, percentage, mean, and standard deviation or weighted mean, will be used to summarize the data. Appropriate correlation analysis will determine the direction, strength, and statistical significance of the relationships among the three major variables, while regression analysis may be conducted when its assumptions are satisfied. Ethical safeguards, including parental or guardian consent, learner assent, confidentiality, and data privacy, will be observed. The findings are expected to provide localized evidence that may guide schools, families, and education stakeholders in developing appropriate academic assistance, socioeconomic support, and mental-health promotion initiatives for elementary learners.

Keywords: socioeconomic status, mental health, academic performance, elementary learners, descriptive-correlational research, Mandaue City Division

CHAPTER 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

The educational development of elementary learners is shaped by conditions that extend beyond classroom instruction. Learners bring to school different family resources, home environments, emotional experiences, social relationships, and ways of responding to academic demands. These conditions may affect their readiness to learn, attendance, participation, completion of schoolwork, and academic achievement. For school leaders and teachers, understanding these interconnected factors is important because instructional and learner-support decisions are most responsive when they are informed by evidence about learners' actual circumstances.

Socioeconomic status is a multidimensional concept and should not be understood through household income alone. In this study, it includes monthly household or family income; parents' or guardians' educational attainment; parents' or guardians' employment or occupational status; housing and living conditions; availability of educational resources; and access to basic needs and essential household services. These indicators describe the material, educational, and household circumstances within which learning takes place. For example, access to books, school supplies, a suitable place to study, electricity, water, food, and other basic services may affect a learner's opportunity to complete learning tasks and prepare for school. Parents' education and employment may also shape the support, time, and resources available for learning at home. The study will measure these indicators without assuming that a particular socioeconomic condition automatically determines a learner's achievement.

Mental health is another relevant dimension of learners' educational development. For elementary learners, mental health may be reflected in emotional well-being, psychological well-being, stress and anxiety, social well-being and interpersonal relationships, self-esteem and self-confidence, and coping and adjustment to academic and personal challenges. A learner who experiences persistent worry, difficulty managing emotions, strained peer relationships, or low confidence may find it more difficult to concentrate, participate, seek help, or persist with challenging tasks. Conversely, supportive relationships and effective coping may help learners participate in classroom activities and respond to academic setbacks. In this study, mental health will be examined as an educational and psychosocial construct, not as a clinical diagnosis. Teachers' assessments will be treated as observations of school-related behavior and functioning rather than as a substitute for assessment by qualified mental-health professionals.

Socioeconomic circumstances and mental health may be associated with one another. Financial pressure, unstable employment, inadequate housing, limited access to basic services, and shortages of learning materials can create challenges for families and learners. Such circumstances may be accompanied by stress or difficulty adjusting to school demands. At the same time, the presence of supportive adults, positive relationships, and accessible school services may help learners manage difficulties. The relationship is likely to be complex and may vary across families and school contexts; therefore, it needs to be examined empirically rather than presumed. The correlational design of this study is appropriate for determining whether the measured socioeconomic indicators and mental-health dimensions are statistically associated in the participating schools.

Academic performance is the third central component of the study. It will be assessed primarily through documented school information, including the general academic average and grades across learning areas recorded in School Form 9 or other authorized official records for the specified grading period. Where

records are available and approved for use, completion of academic requirements will also be documented. Classroom participation and engagement may be described using existing classroom records or observation records only when these records are available, consistently defined, and authorized for research use. The study will distinguish official achievement records from teachers' observations so that the indicators are not treated as interchangeable. The primary academic measure and the exact grading period will be specified before data collection and applied consistently across the participating schools.

Research on socioeconomic conditions, child well-being, and school achievement supports examining learners within their family, school, and wider social environments. Bronfenbrenner's ecological perspective emphasizes that development occurs through interactions among the learner and interconnected settings, including home and school. The Family Stress Model explains how economic hardship may be associated with family stress and children's adjustment. Self-Determination Theory highlights the relevance of competence and relatedness to motivation and engagement. Together, these perspectives suggest that learners' material circumstances, psychosocial experiences, and educational outcomes should be considered in relation to one another. The literature cited in this proposal, including Chen et al. (2024), Rakesh et al. (2024), Dougall et al. (2024), Putwain et al. (2023), and Ramos-Monsivais et al. (2024), provides a basis for investigating these connections while recognizing that associations may differ by context and measurement approach.

Although the literature has examined socioeconomic status, mental health, and academic performance, these variables are often studied separately, measured using different indicators, or investigated in contexts that may not represent the conditions of public elementary schools in Mandaue City Division. A localized, integrated assessment is therefore needed to describe the participating learners' circumstances, examine teachers' school-based assessments of learner mental health, and relate these findings to authorized academic records. The inclusion of schools from the North, South, and West Districts is intended to provide a division-wide view across the identified school settings rather than to assume that the schools are identical. School-level context and differences in available records will be documented and considered when interpreting the findings.

The study is guided by three complementary perspectives: Bronfenbrenner's Ecological Systems Theory, the Family Stress Model, and Self-Determination Theory. These frameworks were selected because each contributes a distinct explanation of how family and school environments, economic pressure, and psychological needs may be associated with learners' mental health and academic performance. The theories guide the selection and interpretation of variables; they do not establish causal relationships in this correlational study.

Bronfenbrenner's Ecological Systems Theory (1979) explains that children develop within interconnected environments, including the family, school, community, and wider social structures. Applied to this study, household income, parents' or guardians' education and employment, housing, learning resources, and access to basic services describe important aspects of the learner's home environment. Teacher observations and school records represent information from the educational setting. The interaction of these contexts may be associated with learners' psychosocial functioning and academic outcomes. This theory therefore supports examining socioeconomic status, mental health, and academic performance together rather than treating the learner's achievement as an outcome of individual ability alone.

The Family Stress Model, associated with Conger et al. (1994), proposes that economic hardship can be linked with pressure and stress within the family, which may in turn be associated with children's adjustment and well-being. In this study, household income, employment or occupational status, housing

and living conditions, and access to basic needs are relevant indicators of socioeconomic circumstances. Stress and anxiety, emotional well-being, and coping are relevant mental-health dimensions. The model provides a rationale for testing the association between socioeconomic status and mental health, while the study's cross-sectional correlational design will not establish the direction of influence or prove that economic circumstances cause particular mental-health outcomes.

Self-Determination Theory (Deci & Ryan, 1985, 2000) emphasizes the importance of competence, autonomy, and relatedness for motivation and effective functioning. In an elementary-school context, competence may be reflected in learners' confidence in handling learning tasks; relatedness may be reflected in supportive relationships with teachers, family members, and peers; and appropriate autonomy may be reflected in age-appropriate participation in learning. These psychological experiences may be relevant to emotional well-being, self-esteem, social relationships, coping, and classroom engagement. The theory helps explain why mental-health dimensions may be associated with academic performance, while recognizing that achievement is also shaped by material resources, instruction, attendance, and other factors.

Taken together, the three theories provide a focused framework for the study. Ecological Systems Theory situates the learner within family and school contexts; the Family Stress Model explains why economic circumstances may be associated with psychosocial well-being; and Self-Determination Theory clarifies the relevance of psychological needs to learner engagement and functioning. These theories inform the proposed relationships among socioeconomic status, teacher-assessed mental health, and documented academic performance.

The theoretical framework is applied cautiously. The study will test statistical associations among measured variables and will not infer causation from correlations. Teacher assessments may reflect observable school behavior and should not be interpreted as clinical diagnoses. Likewise, academic records will be interpreted within the grading and documentation practices of the participating schools.

The resulting framework proposes that socioeconomic status may be associated with learners' mental health and academic performance, and that mental health may be associated with academic performance. These relationships will be examined using data from selected public elementary schools in the North, South, and West Districts of Mandaue City Division. Findings will inform the design of a proposed Learner Development Support Program, subject to school-level review and available resources.

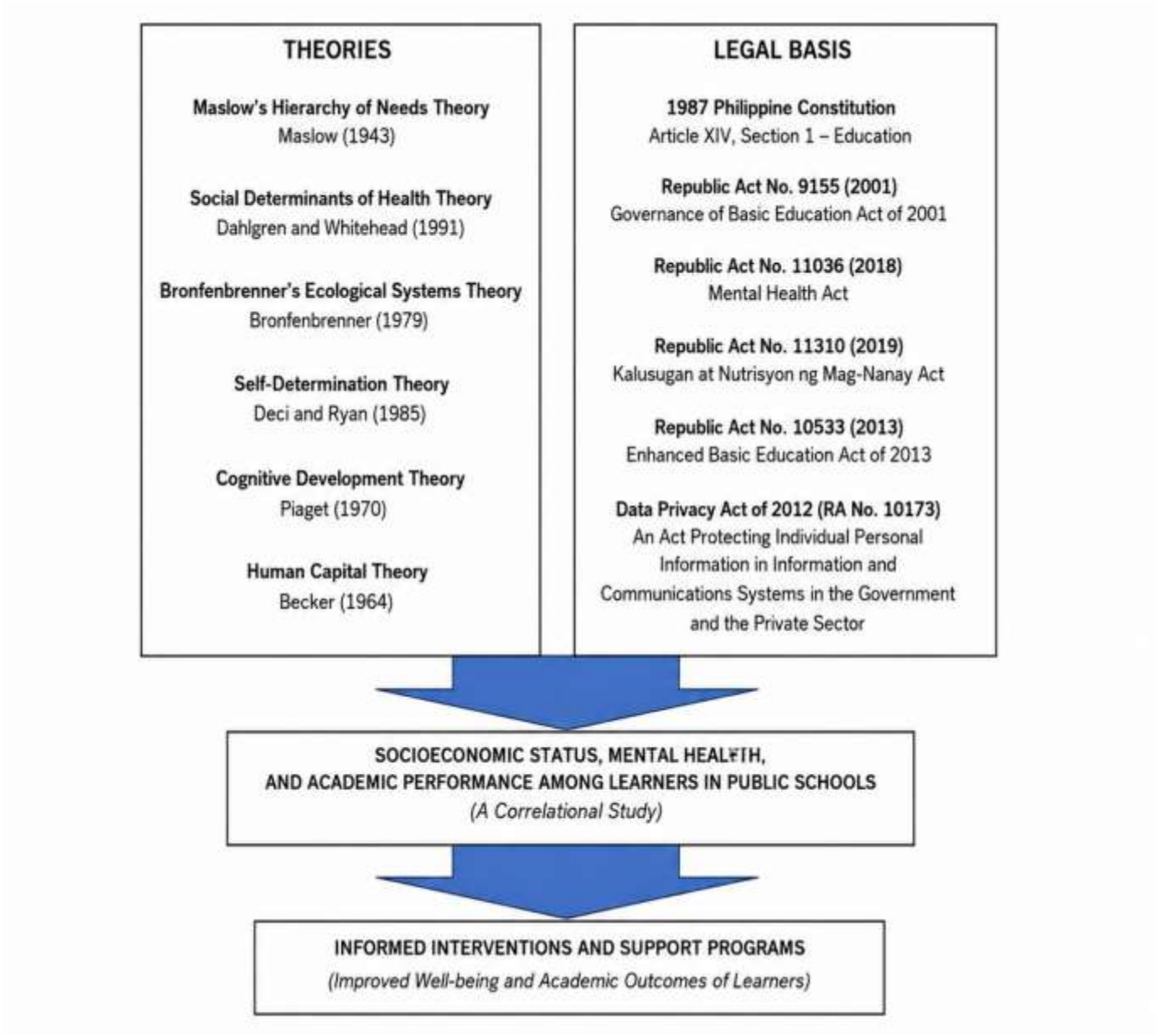


Figure 1.
Theoretical Background

THE PROBLEM

Statement of the Problem

This study aims to assess the instructional development of learners in terms of socioeconomic status, mental health, and academic performance in selected public elementary schools in the North, South, and West Districts of the Mandaue City Division during School Year 2026–2027. Learner socioeconomic information and profile data will be obtained through the approved learner/parent information instrument, mental health will be assessed by teachers using an age-appropriate, validated or properly validated observation instrument, and academic performance will be determined primarily from authorized school records.

Specifically, it seeks to answer the following questions:

1. 1. How may the respondents be described in terms of:

(a) respondent group (teachers and learners);
(b) age;
(c) sex;
(d) grade level taught or attended, as applicable;
(e) school and district;
(f) family size; and
(g) parents' or guardians' educational attainment?

2. 2. What is the level of mental health of the learners, as assessed by their teachers, in terms of:
(a) emotional well-being;
(b) psychological well-being;
(c) stress and anxiety indicators observable in the school setting;
(d) social well-being and interpersonal relationships;
(e) self-esteem and self-confidence as reflected in classroom behavior; and
(f) coping and adjustment to academic and personal challenges?

3. What is the level of academic performance of the learners based on authorized school records, particularly:
(a) general academic average;
(b) grades across learning areas; and
(c) completion of academic requirements where consistently documented?

4. 4. What is the socioeconomic status of the learners in terms of:
(a) monthly household/family income;
(b) parents' or guardians' educational attainment;
(c) parents' or guardians' employment/occupational status;
(d) housing and living conditions;
(e) availability of educational resources; and
(f) access to basic needs and essential household services?

5. Is there a significant relationship between socioeconomic status and mental health among learners in the selected public schools?
6. Is there a significant relationship between mental health and academic performance among learners in the selected public schools?
7. Which dimensions of socioeconomic status and mental health significantly predict learners' academic performance, if the data meet the assumptions for regression analysis?
8. Based on the findings, what Learner Development Support Program can be strategically designed to respond to the identified socioeconomic, mental-health, and academic needs of learners in the participating schools?

CHAPTER 2
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study entitled *"Instructional Development of Learners in Terms of Socioeconomic Status, Mental Health, and Academic Performance in Selected Public Elementary Schools in Mandaue City Division: A Correlational Study."* The study aimed to determine the relationship between learners' socioeconomic status, teacher-assessed

mental-health functioning, and academic performance in selected public elementary schools in Mandaue City Division during School Year 2026–2027.

Specifically, the study described the profile of the learners in terms of age, sex, grade level, household size, and the educational attainment of their parents or guardians. It determined the socioeconomic status of the learners in terms of household income, sufficiency of household income, educational support, employment status of parents or guardians, housing conditions, availability of educational resources, and access to basic needs and services. It also assessed the mental-health functioning of learners based on teacher assessments in terms of emotional well-being, psychological well-being, stress and anxiety indicators, social well-being, self-esteem and self-confidence, and coping and adjustment. Furthermore, the study examined learners' academic performance in terms of general academic average, performance across learning areas, and completion of academic requirements. Finally, it examined the relationships between socioeconomic status and mental-health functioning and between mental-health functioning and academic performance. The findings were intended to serve as a basis for developing a Learner Development Support Program for learners in selected public elementary schools.

Summary

The study examined the relationships among socioeconomic status, teacher-assessed mental-health functioning, and academic performance among learners in selected public elementary schools in Mandaue City Division. It focused on understanding how household circumstances are associated with learners' mental-health functioning and how mental-health functioning is associated with their academic performance. The study employed a correlational approach to determine the direction and strength of the relationships among the variables without manipulating the learners' socioeconomic circumstances or mental-health conditions.

The profile of the learners was described in terms of age, sex, grade level, household size, and the educational attainment of their parents or guardians. These characteristics provided background information for understanding the learners' family circumstances and educational contexts. The profile also helped organize the responses and describe the characteristics of the learners included in the study.

Socioeconomic status was examined through household income, sufficiency of income in meeting family needs, educational support, employment status of parents or guardians, housing conditions, availability of educational resources, and access to basic needs and services. These dimensions focused on the household and material circumstances that may be associated with learners' opportunities to participate in school activities, access educational materials, complete assignments, and maintain appropriate study routines.

Mental-health functioning was assessed through teacher-rated indicators of emotional well-being, psychological well-being, stress and anxiety, social well-being, self-esteem and self-confidence, and coping and adjustment. These dimensions addressed observable behaviors and classroom-related indicators relevant to learners' emotional, psychological, and social functioning. Since teachers may not directly observe every aspect of a learner's mental health, teacher assessments should be interpreted within the limits of classroom observation and should not be treated as clinical diagnoses.

Academic performance was examined in terms of general academic average, performance across learning areas, and completion of academic requirements. These indicators provided information about learners' academic achievement and their completion of expected school tasks. Academic performance was considered alongside socioeconomic status and teacher-assessed mental-health functioning to examine the relationships among the principal variables.

Descriptive statistical tools, including frequency counts, percentages, weighted means, and composite means, were identified as appropriate for summarizing the learners' profiles and describing the levels of socioeconomic status and teacher-assessed mental-health functioning. Learners' academic performance was summarized using the academic records and indicators specified in the research instrument. Correlation analysis was used to examine the relationships between socioeconomic status and mental-health functioning and between mental-health functioning and academic performance. Regression analysis may also be employed to examine the predictive contribution of socioeconomic status and mental-health functioning to academic performance, provided that the variables, data structure, and statistical assumptions support its use.

The results of these analyses were intended to identify areas in which learners may need additional support. These areas may include access to learning resources, household educational assistance, emotional and social support, coping with school-related demands, and completion of academic requirements. The results may serve as a basis for developing a Learner Development Support Program that integrates school-based academic assistance, appropriate mental-health support, family engagement, and coordination with relevant school personnel.

Findings

Based on the presentation, analysis, and interpretation of the data, the study is intended to establish the following findings. The numerical relationship results stated below are provisional figures previously used in the draft and must be verified against the actual statistical output before they are reported as final findings.

1. **Profile of the Learners.** The study described the learners according to age, sex, grade level, household size, and the educational attainment of their parents or guardians. These characteristics provided a demographic and household background for interpreting the socioeconomic conditions and educational experiences of the learners. The profile also helped identify the distribution of the respondents across the categories specified in the research instrument. The actual frequency counts and percentages for each category should be reported using the final validated dataset.
2. **Socioeconomic Status of the Learners.** The study assessed socioeconomic status in terms of household income, sufficiency of household income, educational support, employment status of parents or guardians, housing conditions, availability of educational resources, and access to basic needs and services. These dimensions described the household circumstances that may be associated with learners' educational opportunities and access to resources. The final findings should identify the overall socioeconomic status and the highest- and lowest-rated dimensions based on the actual computed results. Particular attention should be given to dimensions that indicate difficulty obtaining educational materials, meeting school-related expenses, maintaining an appropriate study environment, or providing consistent educational assistance at home.
3. **Mental-Health Functioning of the Learners.** Teacher-assessed mental-health functioning was examined in terms of emotional well-being, psychological well-being, stress and anxiety indicators, social well-being, self-esteem and self-confidence, and coping and adjustment. These dimensions provided information about classroom-observable indicators of learners' emotional, psychological, and social functioning. The final findings should identify the overall mental-health functioning score and the ratings for each dimension using the approved scoring procedure. Negatively worded stress and anxiety items must be scored consistently so that the interpretation of the composite score is clear.

The results should not be interpreted as clinical diagnoses because the study relies on teacher assessments rather than a clinical mental-health evaluation.

4. **Academic Performance of the Learners.** The study described academic performance in terms of general academic average, performance across learning areas, and completion of academic requirements. These indicators were intended to provide an overview of learners' academic achievement and participation in expected learning tasks. The actual findings should specify the distribution of learners according to their recorded academic averages and the performance indicators included in the study. The results should also identify any academic areas in which additional instructional assistance, guided practice, or progress monitoring may be appropriate, based on the verified data.
5. **Relationship Between Socioeconomic Status and Mental-Health Functioning.** The provisional correlation result used in the draft indicated a positive relationship between socioeconomic status and teacher-assessed mental-health functioning, with a correlation coefficient of ($r = 0.42$) and a reported p-value of (0.001). If confirmed by the actual statistical analysis, this result would indicate a moderate positive and statistically significant relationship at the 0.05 level of significance. The null hypothesis stating that there is no significant relationship between socioeconomic status and mental-health functioning would therefore be rejected. This would suggest that higher socioeconomic status scores tend to be associated with higher mental-health functioning scores, provided that higher scores on both measures represent more favorable conditions. However, the result would indicate an association rather than a direct causal effect. The coefficient and p-value must be verified before this statement is adopted as a final finding.
6. **Relationship Between Mental-Health Functioning and Academic Performance.** The provisional correlation result used in the draft indicated a positive relationship between teacher-assessed mental-health functioning and academic performance, with a correlation coefficient of ($r = 0.48$) and a reported p-value of (0.001). If supported by the actual data, this result would indicate a moderate positive and statistically significant relationship at the 0.05 level of significance. The null hypothesis stating that there is no significant relationship between mental-health functioning and academic performance would therefore be rejected. This would suggest that learners with higher mental-health functioning scores tend to have higher academic-performance scores, provided that the scoring directions are consistent. The finding would be relevant to understanding the possible association of emotional well-being, coping, social functioning, and self-confidence with learners' academic experiences. Nevertheless, correlation does not establish causation, and the result must be confirmed using the final dataset.
7. **Predictive Contribution of Socioeconomic Status and Mental-Health Functioning to Academic Performance.** The provisional regression analysis in the earlier draft indicated that socioeconomic status and teacher-assessed mental-health functioning were positive predictors of academic performance, with standardized beta coefficients of (\beta = 0.21) and (\beta = 0.34), respectively. The reported p-values were 0.003 for socioeconomic status and 0.001 for mental-health functioning. If confirmed by the final regression output, these results would indicate that both variables were statistically significant predictors in the specified model. The provisional standardized coefficients would suggest a stronger statistical association between mental-health functioning and academic performance than between socioeconomic status and academic performance when both predictors are included in the same model. However, this interpretation must be confirmed using the actual data, the

model's overall significance, the coefficient confidence intervals, and appropriate regression diagnostics. Regression analysis does not by itself demonstrate causation.

8. **Basis for the Learner Development Support Program.** The variables examined in the study provide a basis for developing a Learner Development Support Program addressing socioeconomic barriers, mental-health functioning, and academic performance. Potential priorities include improving access to educational materials, strengthening communication between schools and families, promoting supportive classroom environments, providing appropriate assistance to learners experiencing school-related difficulties, and monitoring academic progress. The final program should be aligned with the verified findings, the needs identified by participating schools, and the resources available for implementation. Its proposed activities should not assume that all learners experience the same socioeconomic, emotional, or academic challenges.

Conclusions

Based on the objectives of the study and subject to verification of the final statistical results, the following conclusions are presented:

1. The demographic and household profiles of the learners provide important context for understanding their socioeconomic circumstances, educational opportunities, and school-related experiences. Information regarding age, sex, grade level, household size, and parental or guardian educational attainment may help describe the characteristics of the participating learners. These characteristics should be considered when interpreting the results, while avoiding assumptions that individual learners have the same needs simply because they share similar demographic or household characteristics.
2. Socioeconomic status encompasses more than household income. It also involves the sufficiency of household resources, educational assistance, employment circumstances, housing conditions, access to learning materials, and availability of basic needs and services. These dimensions provide a broader understanding of the circumstances in which learners study and participate in school activities. The actual level of socioeconomic status and the particular dimensions requiring attention must be established using the verified descriptive results.
3. Teacher-assessed mental-health functioning provides information about learners' observable emotional, psychological, and social behaviors in the school setting. Emotional well-being, psychological well-being, stress and anxiety indicators, social well-being, self-esteem and self-confidence, and coping and adjustment are relevant dimensions for describing learners' functioning. However, teacher ratings should be interpreted within the limits of classroom observation and should not be considered equivalent to clinical assessments or diagnoses.
4. Academic performance, as reflected in general academic average, performance across learning areas, and completion of academic requirements, provides information about learners' academic achievement and school-related responsibilities. These indicators can help identify learners who may benefit from additional academic guidance, instructional adjustments, or progress monitoring. The conclusions concerning learners' actual level of academic performance should be based on verified school records and the final results of the study.
5. If confirmed by the actual statistical analysis, a significant positive relationship between socioeconomic status and teacher-assessed mental-health functioning would indicate that more favorable socioeconomic scores are associated with more favorable mental-health functioning scores. This would support the importance of examining household circumstances when understanding learners' school experiences. However, socioeconomic status should not be considered the sole

explanation for differences in mental-health functioning because family relationships, school conditions, peer interactions, individual experiences, and other factors may also be relevant.

6. If confirmed by the actual statistical analysis, a significant positive relationship between teacher-assessed mental-health functioning and academic performance would indicate that more favorable mental-health functioning scores are associated with higher academic-performance scores. This would highlight the relevance of considering learners' emotional, psychological, and social functioning alongside their academic progress. Nevertheless, the correlational design would not establish that mental-health functioning directly causes higher academic achievement.
7. If supported by the final regression analysis, socioeconomic status and teacher-assessed mental-health functioning may serve as statistically significant predictors of academic performance within the specified model. Their predictive contributions should be interpreted in relation to the actual regression coefficients, confidence intervals, overall model significance, and relevant assumptions. Any conclusion about which predictor has a stronger statistical association must be based on the verified model rather than provisional figures.
8. The study may provide a basis for developing a Learner Development Support Program that integrates academic assistance, access to learning resources, family engagement, appropriate emotional and social support, and school-based progress monitoring. Such a program should respond to documented learner needs and available resources. Its effectiveness in improving socioeconomic conditions, mental-health functioning, or academic performance should not be assumed without a subsequent evaluation.

Recommendations

Based on the objectives of the study and the areas it seeks to examine, the following recommendations are proposed:

1. **Strengthen the Identification of Learners' Socioeconomic Needs.** School administrators and teachers should establish appropriate procedures for identifying learners who may experience difficulties accessing school supplies, learning materials, transportation, food, suitable study spaces, or other educational necessities. Information should be gathered respectfully and confidentially, with consideration for the circumstances of each household. The identification process should be used to determine appropriate assistance rather than to label or discriminate against learners based on their socioeconomic background.
2. **Improve Access to Educational Resources.** Schools should identify available learning resources and determine how these can be made accessible to learners who need additional support. Appropriate activities may include organizing learning-material assistance, preparing supplementary instructional materials, developing resource-sharing arrangements, and coordinating with relevant community partners. Teachers should consider the availability of materials when assigning learning tasks and should provide reasonable alternatives when learners cannot access the resources required for an activity.
3. **Strengthen Family and Guardian Engagement.** Teachers and school administrators should encourage communication with parents or guardians regarding learners' academic progress, learning routines, school attendance, and educational needs. Consultations should recognize that families have different financial circumstances, work schedules, and available resources. Guidance should focus on practical ways to support learning at home, including establishing manageable study routines, communicating with teachers, encouraging effort, and seeking assistance when difficulties arise.

4. **Promote Supportive Classroom Environments.** Teachers should maintain classroom environments that encourage respectful communication, meaningful participation, positive peer relationships, and appropriate responses to learning difficulties. Clear expectations, predictable routines, constructive feedback, and opportunities to participate can help create a supportive learning environment. Classroom practices should respect learners' individual differences and avoid stigmatizing students who experience emotional, social, or academic difficulties.
5. **Promote Mental-Health Awareness and Appropriate Support.** Schools should provide age-appropriate activities that help learners understand emotions, develop healthy coping strategies, build positive relationships, and identify appropriate ways to seek assistance. Teachers should respond to observable changes in learners' behavior or classroom participation with sensitivity and should follow established school procedures when additional support is needed. Teachers should not independently diagnose mental-health conditions. Concerns requiring specialized assessment or intervention should be referred to qualified professionals through appropriate school procedures and with due regard for confidentiality and child protection.
6. **Strengthen Emotional, Social, and Coping Skills.** Teachers may incorporate appropriate classroom activities that encourage emotional awareness, problem-solving, cooperation, communication, self-confidence, and constructive responses to challenges. Activities should be suitable for the learners' developmental levels and should provide opportunities for guided practice without placing learners under unnecessary pressure. Where concerns persist, the school should coordinate with appropriate support personnel and the learner's parent or guardian, as required by established procedures.
7. **Provide Targeted Academic Assistance.** Teachers should identify learners who may require additional support based on academic records, classroom assessments, completion of requirements, and demonstrated learning needs. Appropriate assistance may include guided practice, remediation, enrichment activities, additional explanations, manageable task steps, and timely feedback. Instructional support should be adjusted according to learners' progress and should aim to strengthen understanding, independence, and completion of academic tasks.
8. **Monitor Academic Progress and Classroom Functioning.** Teachers should regularly review learners' academic performance and observable classroom functioning using appropriate records, assessments, and observations. Monitoring should consider changes in task completion, participation, engagement, and performance across learning areas. Results should be used to guide instructional decisions and identify when additional support may be necessary. Any monitoring of mental-health-related indicators should be conducted responsibly, with appropriate safeguards for confidentiality and without treating teacher observations as clinical diagnoses.
9. **Use Appropriate and Consistent Assessment Procedures.** Researchers and school personnel using the study's findings should ensure that the socioeconomic status and mental-health measures are scored according to their approved procedures. Negatively worded stress and anxiety items should be handled consistently so that the direction of the composite mental-health score is meaningful. Academic-performance data should be taken from appropriate records and interpreted according to the definitions and procedures established in the research methodology. These measures should be reviewed before drawing conclusions or planning interventions.
10. **Verify the Statistical Findings Before Finalizing the Study.** The researchers should verify all frequencies, percentages, composite means, correlation coefficients, p-values, regression coefficients, and other statistical results using the final dataset. The appropriate correlation procedure should be

selected according to the measurement levels and assumptions of the variables. Statistical decisions should be evaluated at the established 0.05 level of significance. Any reported regression findings should be accompanied by relevant model statistics and diagnostic checks. Only verified results should be included in the final findings and conclusions.

11. **Develop the Learner Development Support Program.** The researchers, in coordination with school administrators and teachers, should develop a Learner Development Support Program based on the actual findings of the study. The program may include socioeconomic needs identification, learning-resource assistance, family engagement, mental-health awareness, appropriate referral procedures, academic intervention, and progress monitoring. The activities, persons responsible, resources required, implementation schedule, and evaluation procedures should be clearly identified. The program should remain flexible enough to respond to the differing circumstances and needs of learners.
12. **Encourage Collaboration Among School Stakeholders.** School administrators, teachers, parents or guardians, and appropriate school support personnel should work together to identify learner needs, coordinate available resources, and review the progress of support activities. Collaboration should focus on addressing documented concerns and strengthening the school's capacity to provide appropriate assistance. Information concerning learners' socioeconomic circumstances and mental-health-related observations should be shared only as appropriate and in accordance with applicable confidentiality and child-protection procedures.
13. **Evaluate the Proposed Support Program.** After the program has been developed and reviewed, the participating schools may consider implementing and evaluating its activities according to available resources and appropriate school procedures. Evaluation may examine the program's feasibility, relevance, implementation challenges, participation, and perceived usefulness to teachers and learners. Claims that the program improves mental-health functioning or academic performance should be made only when supported by suitable evaluation data and an appropriate research design.
14. **Conduct Further Research.** Future researchers may examine the relationships among socioeconomic status, mental-health functioning, and academic performance in other public elementary schools or in larger and more diverse populations. Additional studies may investigate factors such as family involvement, school climate, access to learning resources, teacher support, attendance, and availability of school-based services. Researchers may also use qualitative or mixed-methods approaches to better understand the experiences of learners, parents or guardians, and teachers. Further research should use appropriate measurement procedures, clearly define the unit of analysis, and select statistical methods consistent with the research questions and data structure.
15. **Strengthen School-Based Research and Planning.** School administrators and teachers may use the verified findings of the study as one source of information for planning learner-support activities and identifying areas requiring further assessment. Decisions should consider the study's limitations, the needs of the participating learners, and other relevant school information. The findings should inform responsive planning rather than be used to make unsupported assumptions about individual learners or to establish causal conclusions that the correlational design cannot demonstrate.

CHAPTER 3
OUTPUT OF THE STUDY
LEARNER DEVELOPMENT SUPPORT PROGRAM FOR LEARNERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN MANDAUE CITY DIVISION

RATIONALE

The findings of the study entitled "Instructional Development of Learners in Terms of Socioeconomic Status, Mental Health, and Academic Performance in Selected Public Elementary Schools in Mandaue City Division: A Correlational Study" provide a basis for developing a Learner Development Support Program for learners in selected public elementary schools in Mandaue City Division during School Year 2026–2027. The study examines the relationships among learners' socioeconomic status, teacher-assessed mental-health functioning, and academic performance. It aims to determine whether learners' household circumstances are significantly associated with their mental-health functioning and whether mental-health functioning is significantly associated with their academic performance.

Socioeconomic status is an important dimension of the study because learners come from households with different financial resources, living conditions, employment circumstances, and levels of access to educational support. Household income, the sufficiency of income to meet basic needs, educational assistance from parents or guardians, housing conditions, access to learning materials, and availability of essential services may be associated with learners' educational experiences. Learners who have access to appropriate learning resources and a suitable study environment may have more opportunities to complete assignments, participate in learning activities, and prepare for classroom assessments. Conversely, learners who experience resource limitations may encounter difficulties obtaining school supplies, completing tasks that require materials at home, or maintaining consistent study routines. These circumstances should be understood without assuming that socioeconomic status alone determines an individual learner's abilities, motivation, or potential for achievement.

The study also examines teacher-assessed mental-health functioning in terms of emotional well-being, psychological well-being, stress and anxiety indicators, social well-being, self-esteem and self-confidence, and coping and adjustment. These dimensions focus on indicators relevant to learners' observable classroom behavior, social interactions, emotional responses, and adjustment to school-related demands. Learners who demonstrate positive classroom engagement, constructive interactions, and appropriate coping behaviors may find it easier to participate in learning activities and respond to academic challenges. However, learners who demonstrate changes in participation, emotional expression, concentration, or social interaction may require understanding, appropriate classroom support, or referral through established school procedures. Teacher observations provide information about classroom functioning but should not be treated as clinical diagnoses of mental-health conditions.

Academic performance is another central component of the study. It is examined in terms of general academic average, performance across learning areas, and completion of academic requirements. These indicators provide information about learners' academic achievement and progress in meeting school expectations. Academic performance may be associated with several factors, including access to educational resources, learning opportunities at home, classroom instruction, family support, attendance, motivation, and mental-health functioning. For this reason, the proposed program recognizes that academic difficulties should be addressed through appropriate instructional assistance and a consideration of the learner's broader circumstances rather than through a single explanation.

The correlational component of the study is intended to establish whether significant relationships exist between socioeconomic status and teacher-assessed mental-health functioning and between mental-health functioning and academic performance. If supported by the actual statistical analysis, significant positive relationships may indicate that more favorable scores in one variable tend to be associated with more favorable scores in another variable. Such findings may help identify areas that deserve attention in school-based planning. Nevertheless, the correlational design cannot establish that socioeconomic status directly causes differences in mental-health functioning or that mental-health functioning alone determines academic performance. The proposed program should therefore address the identified areas of learner support without presenting the relationships as proof of cause and effect.

In response to the objectives of the study, the proposed Learner Development Support Program is designed to provide a coordinated framework for addressing educational resource needs, promoting supportive classroom environments, encouraging positive coping and social interaction, and strengthening academic participation. It emphasizes the importance of identifying learners' needs, providing appropriate assistance, monitoring progress, and coordinating support among teachers, school administrators, parents or guardians, and relevant school personnel.

The socioeconomic support component focuses on identifying barriers that may limit learners' access to educational resources. Teachers and school administrators may coordinate the provision of available school supplies, learning materials, supplementary resources, and appropriate referrals to school or community assistance. The program also encourages communication with parents or guardians regarding manageable study routines, access to available learning materials, and practical ways of supporting learning at home. These activities should be implemented respectfully and confidentially so that learners are not stigmatized because of their household circumstances.

The mental-health support component emphasizes age-appropriate emotional awareness, positive coping strategies, supportive peer relationships, self-confidence, and appropriate help-seeking. Teachers may incorporate classroom activities that promote respectful communication, cooperation, emotional regulation, and constructive responses to school-related challenges. They should also observe relevant changes in classroom functioning and follow established school procedures when additional assistance is needed. Concerns requiring specialized assessment should be referred to qualified professionals, and the program should protect the privacy and dignity of learners at all times.

The academic support component focuses on strengthening learners' engagement, participation, understanding of lesson concepts, task completion, and performance across learning areas. Teachers may provide guided practice, clear instructions, manageable learning tasks, timely feedback, remediation, and enrichment activities based on documented learning needs. Appropriate progress-monitoring procedures may help teachers determine whether existing instructional approaches are suitable or require adjustment. Academic assistance should be responsive to learners' abilities and circumstances and should aim to develop both competence and independence.

The proposed program also encourages coordination between school personnel and families. Teachers may communicate relevant academic observations and discuss appropriate support strategies with parents or guardians through authorized and confidential channels. School administrators may coordinate available resources and provide opportunities for teachers to discuss instructional concerns, share appropriate practices, and identify areas requiring additional support. Such collaboration can help align classroom interventions with learners' educational needs while respecting family circumstances and established school procedures.

The Learner Development Support Program is proposed for consideration and possible implementation in the participating public elementary schools in Mandaue City Division, subject to review and approval by the appropriate school authorities. Its activities should be adapted to the verified findings of the study, available school resources, learners' grade levels, and documented support needs. The proposed budget is an initial planning estimate and should be reviewed against actual prices, available resources, and applicable Department of Education and school financial guidelines before implementation.

Ultimately, the program aims to provide a structured and responsive approach to learner development by integrating socioeconomic support, mental-health awareness, and academic assistance. Through coordinated school and family efforts, it seeks to strengthen learners' access to educational opportunities, encourage supportive learning environments, and promote academic participation and progress. Its effectiveness should be evaluated through appropriate implementation records and follow-up assessment rather than assumed in advance.

OBJECTIVES

The Learner Development Support Program for Learners in Selected Public Elementary Schools in Mandaue City Division aims to achieve the following objectives:

1. Identify Learners' Socioeconomic Support Needs. Establish appropriate procedures for identifying educational barriers related to household resources, access to school supplies, learning materials, study environments, and other basic needs that may affect participation in school activities.
2. Improve Access to Educational Resources. Encourage the provision and appropriate use of school supplies, supplementary learning materials, reading resources, and other available educational assistance for learners who need additional support.
3. Strengthen Family and Guardian Engagement. Promote constructive communication between teachers and parents or guardians regarding learners' educational needs, study routines, academic progress, and available forms of support at home.
4. Promote Emotional Awareness and Positive Coping. Provide age-appropriate classroom activities that encourage learners to recognize emotions, respond constructively to challenges, practice appropriate coping strategies, and seek help when necessary.
5. Support Positive Social Interaction and Belonging. Encourage respectful communication, cooperation, peer support, classroom participation, and positive relationships through appropriate and structured classroom activities.
6. Promote a Supportive and Inclusive Classroom Environment. Encourage classroom practices that recognize individual differences, provide constructive feedback, establish clear routines, and respond appropriately to learners' academic, emotional, and social needs.
7. Strengthen Academic Engagement and Participation. Provide instructional strategies that encourage learners to participate in classroom activities, engage with lesson content, express their understanding, and develop positive learning routines.
8. Improve Task Completion and Learning Progress. Encourage the use of clear directions, manageable learning tasks, guided practice, remediation, enrichment, and timely feedback to help learners complete academic requirements and develop relevant skills.
9. Establish Systematic Progress Monitoring. Provide procedures for documenting learners' academic progress and observable classroom functioning, reviewing relevant records, and adjusting support based on verified needs.

10. Promote Appropriate Referral and Support Procedures. Encourage teachers to follow established school procedures when learners require additional academic, psychosocial, or specialized assistance, while maintaining confidentiality and respecting the limits of teacher observation.
11. Strengthen Collaboration Among School Stakeholders. Encourage appropriate coordination among school heads, classroom teachers, parents or guardians, and relevant school support personnel to plan, implement, and review learner-support activities.
12. Develop a Practical and Adaptable Support Program. Provide an organized implementation framework that participating schools can adapt according to their actual findings, available resources, learner needs, and school priorities.
13. Establish a Basis for Program Evaluation and Improvement. Recommend periodic review, appropriate monitoring, stakeholder feedback, and evaluation of program implementation to determine its practicality, relevance, and areas for improvement.

SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Socioeconomic Needs Identification and Learner Support Program	Identify learners who may experience barriers to accessing educational resources and participating in school activities.	Conduct confidential needs assessments; review relevant educational information; identify difficulties accessing school supplies, learning materials, and suitable study	₱5,000	Available school resources and approved funding, subject to applicable guidelines	First quarter, with updates throughout the school year	School Heads, Classroom Teachers, Designated School Personnel, and Parents or Guardians when appropriate	Completed needs-assessment records, documented support referrals, and periodic review of identified educational needs	To be completed during implementation	All assessments and records must be handled confidentially and in accordance with school policies.

		resources; document appropriate support needs; and coordinate referrals through authorized school procedures.							
2. Educational Resource and Learning Materials Assistance Program	Improve learners' access to appropriate educational resources needed for classroom participation and completion of academic tasks.	Identify available learning materials; organize school-supply assistance when feasible; prepare supplementary worksheets and reading materials; establish resource-sharing arrangements;	₱15,000	School MOOE, subject to applicable guidelines; approved school assistance; available donations or community partnerships	Throughout the school year	School Heads, Classroom Teachers, Learning Resource Coordinators, and Authorized Community Partners	Inventory of available materials, distribution records when applicable, teacher feedback, and documented use of resources in learning activities	To be completed during implementation	Assistance must be based on identified needs, resource availability, and approved procedures.

		and coordinate appropriate support for learners with documented needs.							
3. Family and Guardian Engagement Program	Strengthen communication and coordination between the school and families in supporting learners' educational needs.	Conduct appropriate parent or guardian consultations; discuss learning routines, academic progress, and access to learning materials; provide practical guidance for supporting school tasks at home; and establish suitable commun	₱5,000	Available school resources and approved funding, subject to applicable guidelines	Once per quarter, with additional consultations when necessary	School Heads, Classroom Teachers, Parents or Guardians, and Relevant School Personnel	Consultation records, attendance when applicable, documented follow-up actions, and stakeholder feedback	To be completed during implementation	Consultations should recognize different family circumstances and protect confidential information.

		ication and follow-up procedures.							
4. Mental-Health Awareness and Positive Coping Program	Promote age-appropriate emotional awareness, constructive coping, and appropriate help-seeking among learners.	Conduct classroom guidance activities; discuss emotional awareness and responses to school-related challenges; introduce appropriate coping strategies; provide supportive classroom routines; and follow established referral procedu	₱8,000	Approved school resources and appropriate assistance, subject to applicable guidelines	Throughout the school year, with activities scheduled according to school needs	Classroom Teachers, School Heads, and Qualified Guidance or School Support Personnel, where available	Activity records, teacher observations, feedback on program delivery, and documented referrals when appropriate	To be completed during implementation	Activities should be age-appropriate and should not be used to diagnose mental-health conditions.

		res for learners requiring additional assistance.							
5. Social Interaction and Positive Peer Relationships Program	Encourage respectful communication, cooperation, classroom belonging, and constructive peer interaction.	Organize structured cooperative activities; establish respectful communication routines; provide appropriate opportunities for group participation; encourage peer cooperation; and respond to exclusionary or harmful behavior through established	₱5,000	Available school resources and approved funding, subject to applicable guidelines	Throughout the school year	Classroom Teachers, School Heads, and Relevant School Support Personnel	Classroom observations, records of cooperative activities, teacher feedback, and monitoring of participation and peer interaction	To be completed during implementation	Activities should respect learners' individual differences, preferences, and communication needs.

		school procedures.							
6. Supportive Classroom Environment and Emotional Well-Being Program	Strengthen classroom practices that promote respect, positive participation, emotional safety, and constructive responses to learning difficulties.	Establish clear classroom expectations; use predictable routines; provide specific and constructive feedback; acknowledge effort and progress; encourage appropriate learner participation; and address classroom concerns sensitively.	₱5,000	Existing classroom resources and approved school funding	Throughout the school year	School Heads, Classroom Teachers, and Master Teachers, where available	Classroom observations, teacher reflection records, review of classroom routines, and monitoring of learner participation	To be completed during implementation	Classroom support should avoid stigmatization, discrimination, and unnecessary disclosure of personal information.
7. Academic Remedi	Provide additional instructi	Review available academi	₱12,000	School MOOE, subjec	Throughout the school	Classroom Teachers,	Assessment results, learner	To be completed during	Instructional interventions

ation and Enrichment Program	onal support to learners who need assistance in understanding lesson concepts and meeting learning objectives.	c records; identify specific learning needs; provide guided practice, remediation, enrichment activities, manageable task steps, and additional explanations; and adjust instruction according to documented progress.		t to applicable guidelines; available instructional resources; approved assistance	year, with periodic reviews	Subject Teachers, Master Teachers, and School Heads	work samples, records of completed intervention activities, and documented progress toward learning objectives	implementation	should be aligned with grade-level competencies and verified learning needs.
8. Academic Task Completion and Study Skills Program	Support learners in organizing school tasks, following instructi	Break complex tasks into manageable steps; provide clear directio	₱5,000	Available school resources and approved fundin g,	Throughout the school year	Classroom Teachers, Subject Teachers, and Parents or Guardia	Task-completion records, classroom work samples, teacher observations,	To be completed during implementation	Support should encourage learner independence and avoid unneces

	ons, completing academic requirements, and developing appropriate learning routines.	ns and checklists; establish realistic timelines; teach age-appropriate organization and study strategies; and monitor task completion with timely feedback.		subject to applicable guidelines		ns when appropriate	and periodic reviews of academic requirements		sary pressure or punitive practices.
9. Learner Progress Monitoring and Support Review Program	Establish systematic monitoring of academic progress and observable classroom functioning to guide instructional and support	Prepare appropriate monitoring forms; review academic records and classroom observations; document changes in participation and	₱5,000	Available school resources and approved funding, subject to applicable guidelines	Quarterly throughout the school year	Classroom Teachers, School Heads, Master Teachers, and Relevant School Support Personnel	Completed progress-monitoring records, documented instructional adjustments, review-meeting records, and periodic summaries of program	To be completed during implementation	Mental-health-related observations must be interpreted cautiously and should not be treated as clinical diagnoses.

	decisions.	task completion; hold periodic review meetings; and adjust support strategies based on verified information.					activities		
10. Teacher Professional Development and Collaborative Planning Program	Strengthen teachers' capacity to respond to learners' socioeconomic, mental-health-related, and academic support needs.	Conduct school-based learning sessions; facilitate collaborative planning; discuss inclusive classroom practices, educational resource support, emotional awareness, appropriate referral	₱10,000	Approved training funds, school resources, and authorized assistance, subject to applicable guidelines	At least once per semester, subject to the school calendar and available resources	School Heads, Master Teachers, Classroom Teachers, and Qualified Resource Persons, where available	Attendance records, training evaluations, collaborative plans, teacher reflections, and evidence of appropriate classroom application	To be completed during implementation	Training topics should be selected according to verified school needs and available expertise.

		procedures, remediation, and progress monitoring; and provide opportunities for teachers to share effective strategies.							
11. School, Family, and Support Personnel Coordination Program	Strengthen appropriate coordination among stakeholders in responding to documented learner-support needs.	Conduct authorized consultations; coordinate academic interventions; discuss available support resources; clarify responsibilities; follow established referral procedures; and review progress while	₱5,000	Available school resources and approved school or community assistance	Throughout the school year, as needed	School Heads, Classroom Teachers, Parents or Guardians, and Relevant School Support Personnel	Meeting records, documented action plans, appropriate follow-up records, and stakeholder feedback	To be completed during implementation	Coordination should follow school policies, child-protection procedures, and applicable privacy requirements.

		maintaining confidentiality.							
12. Program Evaluation and Continuous Improvement Program	Evaluate the practicality and implementation of the Learner Development Support Program and identify areas for improvement.	Review implementation records; collect appropriate feedback from teachers and stakeholders; examine available progress-monitoring information; identify implementation challenges; prepare an evaluation summary; and revise activities based on docume	₱5,000	Available school resources and approved funding, subject to applicable guidelines	End of each semester and at the end of the school year	School Heads, Classroom Teachers, Designated Program Coordinators, and Qualified Reviewers, where available	Evaluation forms, implementation summaries, stakeholder feedback, documented revisions, and a program evaluation report	To be completed after implementation	Claims about program effectiveness must be supported by suitable evaluation evidence.

		nted findings.							
TOTAL PROPOSED BUDGET	—	—	₱85,000	Subject to the availability and approval of funds and applicable financial guidelines	One school year	Participating Schools and Authorized Personnel	Consolidated implementation and evaluation report	To be determined after implementation	The amount is a preliminary estimate and must be reviewed before approval.

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